



Charter for the Renewal of
RIVER MONTESSORI CHARTER SCHOOL
A California Public Charter School

SUBMITTED ON
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CHARTER RENEWAL TERM
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OAUSD Charter Renewal Protocol “Suggested Appendices List”

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- 2. Transitional Assessment & Accountability Plan Notes
- 3. Local Control Accountability Plan (LCAP)
- 4. Backup for Performance Report Data
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- 6. Corporate Documents
- 7. Organizational Chart
- 8. Conflict of Interest Policy
- 9. Complaint Policy
- 10. Personnel Policy/Employee Handbook
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- 12. Description and Forms for Evaluation of Senior Management, School Leaders, and Teachers
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25. English Learner Policy Including Reclassification Policy and Sample Forms/Notices
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AFFIRMATIONS AND DECLARATION

River Montessori Charter School (“RMCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of River Montessori Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing process to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Kelly Griffith Mannion, M.Ed.

Date

INTRODUCTION AND SUMMARY OF SUCCESS



A. River Montessori: An Introduction

River Montessori Charter School educates students in California from Transitional Kindergarten through Sixth grade with intentions to work with the Old Adobe Unified School District (“OAUSD” or the “District”) to build District confidence in developing a public preschool and public Montessori Adolescent program of 7-12th grades, strengthening even further its robust educational offering by bringing students into the Montessori educational approach earlier in their development as well as a hands-on, project-based, college-preparatory adolescent program.

Over the last nine years, RMCS has complied with all California laws regarding charter schools and will continue to do so. RMCS and its staff, board, parents and other supporters are committed to the development of each student’s full potential in a learning environment based on Montessori methodology.

RMCS seeks a mutually beneficial relationship with its Authorizer, Old Adobe Union School District, and to continue the partnership established over the last four and a half years with OAUSD. RMCS complements traditional public schools’ programs and choices while offering an innovative and unique school option for students and families.

B. River Montessori: Mission and Vision

Our mission at River Montessori Charter School is to provide students with a learning culture grounded in Montessori philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence

is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Our vision at RMCS is to create a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.



River Montessori was a peaceful and positive environment that allowed me the freedom to learn in a way that worked best for me. Because of that freedom, I have more interest and joy in my learning process, and more confidence in myself as a student and in everyday life. When faced with challenges, I know that there are many ways to look for solutions.

Now, moving into my senior year in high school, I am a straight-A student and still approach my coursework for learning-sake, not just to get through. I have done my own research outside of assigned studies into the field of Marine Biology and hope to go to Duke University!

—Maggie, RMCS Graduate

C. River Montessori: Core Values

COLLABORATION:

Working together, respecting others, and maintaining a global perspective enlighten students, teachers, families, and the larger community.

ACADEMIC EXCELLENCE:

A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially and provides each student with the freedom to progress at their own developmental level and pace.

INDIVIDUALITY:

The limitless potential of every child contributes to the strength and diversity of our school community.

COMMUNITY:

Shared experiences foster lifelong commitment to social responsibility.

RESPECT:

Uncompromising responsibility for self, others, and the environment is critical to overall success.

EDUCATING FOR PEACE:

Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

D. River Montessori: Founding Story and Initial Success, 2009-2018

When Barbara Walters asked Google founders Larry Page and Sergey Brin if the fact that their parents were college professors was a factor behind their extraordinary success, they said no. It was their Montessori education that taught them to think for themselves and gave them freedom to pursue their own interests.

We fully expect to see the graduates of River Montessori Charter School in Petaluma as leaders in industry and society – creative, productive individuals determined to make a positive impact on the world and to foster peace in their families and communities.

In the nine years since RMCS opened its doors, the school has steadily grown from an initial enrollment of 70 children to 190 children in Transitional Kindergarten through sixth grades in the 2018-19 school year. RMCS has delivered an excellent education to an increasing number of

students each year, including sixth grade graduates who have emerged well-prepared for success in middle school and high school.

I wanted to let you know (and I'm sure Avery will herself as well, being a Montessori kid) as I know parents are always very curious as to where and how Montessori kids matriculate, and we credit a lot to Montessori and all of Avery's educators/guides, that Avery has been admitted to Parsons School of Design's School of Photography as well as Hampshire College. Scholarships, etc. Not as a brag, but for you to totally refer to, however you wish, as needed, if needed. She did it her way, as Montessori kids tend to do, thank you thank you!!! Thank you Kelly, and to Deanna!

—Charmaine, Parent of RMCS Graduate

The school is operated by a talented and dual-credentialed educational staff and supported by a diverse and committed board of directors, who together have built a strong culture of parent involvement, and maintained consistent financial stability.

RMCS is a charter school that has consistently demonstrated academic and operational success, meriting charter renewal, so it may continue providing this extraordinary educational opportunity to students.

1. RMCS COMMITMENT

RMCS continues to believe that every student regardless of circumstance or financial means deserves the opportunity to learn within an educational model that supports the whole child, creates lifelong learners, and educates for peace — the Montessori Method. RMCS prefers and continues to collaborate in all ways possible with OAUSD to establish a mutually beneficial relationship, offering the strengths of the RMCS program while also serving the needs of the district.

2. HISTORY OF A MOVEMENT

Of all the skills nine years of Montessori education gave me—critical thinking skills, social skills, kickball skills—the most lasting has been a sense of my place in deep geologic time. We were making twenty-foot-long timelines as early as first grade. I could spell Paleozoic before I could spell Coca-Cola. I remember one analogy in particular: What if a single calendar year represented the entire four-and-a-half billion year story of the Earth? The Earth would form on January 1; single-celled life would show up in late March. Animals with skeletons didn't evolve until late November. Dinosaurs showed up around Christmas and were gone by the 27th. Recognizable humans didn't show up until 11:48 pm on December 31st! Columbus fumbled his way to North America 12 seconds before midnight!

You're six or seven years old and you're being asked to measure the brief, warm, intensely complicated fingersnap of your life against the absolutely

incomprehensible vastness of time. The sense of luck that made me feel—to be here at all!—has never left me. It permeates my writing, my attitudes toward natural resources, and my relationship with my sons.

— Anthony Doerr, Best-Selling Author & Boston Globe Science Columnist

Montessori education dates back to 1907, when Dr. Maria Montessori opened the Casa dei Bambini, or Children’s House, in a low-income district of Rome. Montessori offers an approach that enriches “the whole child,” in which the teacher is a resource, guide, and observer, and the child is an active learner. Many research studies confirm what decades of experience have shown: Montessori works. A longitudinal study in Milwaukee conducted through high school found that students who had attended Montessori preschool and elementary programs significantly outperformed a control group of peers who attended traditional public schools. “Attending a Montessori program from the approximate ages of three to 11 predicts significantly higher mathematics and science standardized test scores in high school,” the study found.

The real success of Montessori may be the mastery of skills like collaborative learning, time management, and ability to self-regulate and guide one’s own learning – traits that are increasingly linked to not only successful academic outcomes but lifelong success. The Milwaukee study cited above showed that students in the public Montessori program “were more likely to respond to social problems with a positive assertive response” and “showed a more developed sense of community and social skills.” A study by Professors Jeffrey Dyer of Brigham Young University and Hal Gregersen of the INSEAD business school found that many successful executives, entrepreneurs and inventors had Montessori backgrounds.

Indeed, many prominent and successful people hail from Montessori schooling: not only Larry Page and Sergei Brin of Google as noted above, but also Jeff Bezos of Amazon, Jimmy Wales of Wikipedia, former Washington Post owner and editor Katherine Graham, management scholar Peter Drucker, parenting expert T. Berry Brazelton, accomplished chef Julia Child, Nobel Prize author Gabriel Garcia Marquez and best-selling author Anthony Doerr. The Sims video game creator Will Wright – even magician David Blaine, actor George Clooney and entertainer Beyonce Knowles. Famous supporters included inventors Thomas Edison and Alexander Graham Bell, who both helped found Montessori schools, and President Woodrow Wilson had a Montessori classroom installed in the basement of the White House during his term of office.

At RMCS, we are helping to build the next generation of innovators, creators, leaders, and peace-makers.

3. STELLAR STUDENT OUTCOMES

“I like the Montessori method. It teaches through play. It makes learning a pleasure. It follows the natural instincts of the human being.”

— *Inventor Thomas Edison, sponsor of Dr. Montessori’s first trip to America*

River Montessori Charter School has developed a diverse community of 190 successful and enthusiastic learners, demonstrated by their passion for learning, their intrinsic motivation to work hard, and their love of their school.

He loves school. He wakes up excited to go every day. The community of students, parents, guides, and administration blow me away. There is something very special happening at River.

— Rachel, RMCS Parent

Guests at RMCS— conventional public school teachers, student teachers, and educators alike— often marvel at the level of engagement of students. As intended, RMCS has become a model school for public Montessori and welcomes visitors from Montessori schools as well as a good placement for traditional student teachers from Sonoma State, Dominican University, University of San Francisco, and CalStateTEACH. Tour guides enjoy seeing fellow educators impressed with the level of independence, engagement, and enthusiasm.

What stands out for me the most here at RMCS is the level of respect between students and teachers. When I first toured this school as a prospective teacher, it immediately caught my attention. While respect isn't necessarily uncommon in Montessori-based environments, it feels different here at River...it feels like students and teachers are on a special adventure together. And they are.

— Emma, RMCS Teacher

Even with its growth and increased diversity over the past nine years, RMCS maintained an API of between 800 and 850 from 2010-2013 — with students consistently performing within or near the statewide target overall and competitively with local public schools. These results are most profound in the 6th grade, when students' cumulative learning coalesces into thorough mastery. Despite small sample sizes (grade level groups) and the same challenges that conventional schools experience, such as student mobility and learning challenges, RMCS demonstrates success in achievement. Striving to show student achievement on the evolving state tests, without teaching to the test, RMCS has performed well over time. In the 2017-2018 school year, 57% of the Charter School's 6th grade students, 68% of the 5th grade students, and 54% of the 3rd grade students achieved at the "standard met" or "standard exceeded" levels in English Language Arts, above or on par with the District (53%-6th, 52%-5th, and 45%-3rd) and the state average (48%-6th, 49%-5th, and 48%-3rd). In math, 43% of the 6th grade students achieved at the "standard met" or "standard exceeded" levels compared to 41% in the District and 37% in California.

As Montessori is based on individualized learning and growth, we note that individual students within subgroups of EL and Special Ed demonstrate significant progress in achievement based on CAASPP scores and local measures within their Fourth, Fifth, and Sixth year in ELA and Math as indicated by a 29% increase for EL and 50% increase for Special Education. Due to the unique educational approach of the Montessori philosophy, we are experiencing an increase in our student population that are identified with special educational needs. The classroom environment and instructional practices give us the opportunity to support individual needs within the classroom on a daily basis. The EL population is increasing as well due to the appreciation of diversity within

our community. The curriculum supports EL students to engage in development of their language fluency that reflects in their CELDT/ELPAC scores. River Montessori has offered reclassification to 4 out of 6 EL students in the 4th, 5th, and 6th grade levels based on academic progress and language acquisition scores within the last two years.

River Montessori gave my kids everything they needed for an easy transition to our neighborhood public middle school and high school. They both had the skills necessary to adapt, achieve success with new academic and social experiences, and to pursue their path with independence and confidence.

—Mike, Alumni Parent



4. STUDENT ENGAGEMENT AND SATISFACTION

Eighth grade is even easier than seventh! My math teacher calls me a role model, my friends say they can rely on me to support them, and my friend's parents say that I make good choices. I think that is because of River and the work I did there learning how to really listen to others, and express my views as well. I learned how to work with others and consider many viewpoints when making decisions.

— Camille, RMCS Graduate

RMCS graduates, middle and high school schoolers at this point, visit RMCS to volunteer and to assist the younger students in their work, taking on a new level of embracing their role as graduates and larger community members.

The real test of RMCS' academic success is the extent to which its graduates are prepared for success in middle school, high school, and beyond. Our graduates report strong academic performance and a sense of confidence in their ability to navigate any challenges school and life throw their way. Anecdotally, Middle school counselors consistently report that RMCS graduates tend to do well.

Montessori helped me to have better discipline in getting my work done. I have good time-management skills and I do not procrastinate with my studies. It was easy to make friends in middle and high school because of all the social practice with working together in the Montessori classroom.

Aidan, RMCS Graduate



5. ROBUST CURRICULUM

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

— Dr. Maria Montessori

The impressive achievement levels that RMCS students have attained would not be possible without two integrated components: 1) Montessori philosophy and curriculum focused on the whole child aligned with 2) full coverage of the state standards in academic subjects including English language arts, math, and science. Indeed, the Montessori philosophy as practiced at RMCS allows students to progress at their own pace, with the curriculum individualized for each child, meaning that academically advanced children can work grade levels ahead in math or language, and children who need more help receive it quickly.

RMCS' curriculum begins, as all Montessori schools do, with the prepared environment that educators set up to foster and encourage student learning. RMCS is located in an office complex adjacent to Petaluma's Schollenberger Park, a local treasure that contains wetlands and wildlife. RMCS' facility features an open and flexible floor plan, which allows students to focus on their work when necessary but also to move freely between classrooms depending on the lesson or project they are working on, and to view other classes' work easily and learn from it. Each classroom has been outfitted with high-quality Montessori materials and the main areas decorated by parent volunteers and students to reflect the school's core values of respect – for one another and for the earth – and of peace.

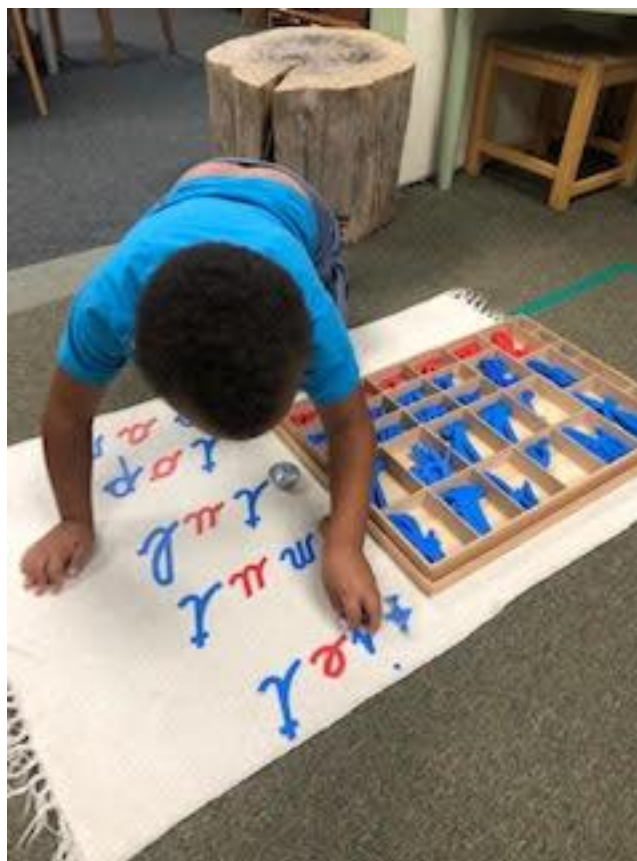
In the last nine years, RMCS has demonstrated stability with thoughtful growth addressing its next steps as a community in educating students. Students use both traditional Montessori materials designed to make math and language concepts tangible and understandable, as well as reading materials and common math manipulatives of the sort that one might find in a district school. Together with lessons from guides and their fellow students, these form the basis of a hands-on, student-centered curriculum that is tailored to each student's developmental needs and interests, while ensuring that all students master all content and skills.

Along the way, RMCS students develop a passion for learning and become both confident critical thinkers and compassionate, socially responsible citizens. As Montessori learners, RMCS students are also asked to demonstrate independence, build strong content knowledge across a wide range of subject matter, respond to varying audiences and tasks through adaptive communications, demonstrate comprehension as well as critical thinking and analysis, value evidence, and empathize with other perspectives and cultures. These competencies align well with Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and English Language Development Standards ("ELD") (collectively referred to herein as "State Standards") – which ask students to demonstrate very similar skills and competencies beyond mere academic mastery, so as to better prepare themselves for success in college, career and life. Along with other schools, we educate students without teaching to the test and assist RMCS students in maintaining strong achievement levels on Smarter Balanced standardized assessments.

In the spirit of Montessori methodology, River Montessori Charter School celebrates the uniqueness of each individual student and promotes differentiation throughout the school environment. One aspect that is a key focus is social-emotional learning to develop a community of responsible scholars at River Montessori Charter School. The school intertwines Zones of Regulation with conflict resolution peace talks and Mindful movements to support student social

emotional development. There has been an influx of students coming to River Montessori Charter School with an increased need for social-emotional learning supports. River Montessori Charter School has established a partnership with Santa Rosa Center for Cognitive-Behavioral Therapy to support the well-being of the student population, staff, and families. They deliver direct services during the school week to students, offer families support groups and presentations in the evenings, along with staff professional development supports throughout the school year.

Still, RMCS administration and staff work carefully to implement more frequent data collection in order to monitor student progress throughout the school year. This data is used by teachers and administrators to inform instruction – complementing the intuitive observation and informal assessment that Montessori instructors naturally perform on a daily basis. Student progress data and observational information are also shared frequently with parents.



From day one, my child was at peace when I picked her up from school, which was quite a difference from our prior school experience! She continued to be excited about her own learning as she began to understand her own style and how things fit together (yes, Montessori learning materials are well-woven and integrated to connect grade and learning levels). For her, Montessori (specifically, River Montessori) enabled her to see the interconnectedness of subjects and how they applied in a larger scope. Students are supported to work individually, in teams of two, three, or groups and to take responsibility for their own academic and social experiences.

Observation is key in Montessori – and River Montessori Guides are brilliant observers, really knew my child, and helped guide her to understand her strengths and vulnerabilities. I love that psychosocial developmental is imbedded in Montessori learning, and that there is freedom for each child to learn what works best for them to succeed. Many Montessori seeds were planted in my child’s character, and have contributed to the brilliant beautiful powerful growing being that she is today!

— Julie, Parent of Graduate

6. EXPERIENCED TEAM: Administration, Faculty, Staff, and Board

“The greatest sign of success for a teacher is to be able to say, ‘The children are now working as if I did not exist.’”

— Dr. Maria Montessori

RMCS is led by Kelly Griffith Mannion, an experienced executive director with significant expertise in Montessori education, nonprofit leadership, and business. Mannion and her fellow administrative staff participate in local and state training and workshops to maintain their current understanding of academic requirements and curriculum, special education practices, finance, human resources, community development, reporting, and all matters relating to maintaining a healthy and functioning school. Workshops attended over the years include chief business officer training, Charter School Development Center Leadership Institutes, special education training, Sonoma County Office of Education financial and LCAP workshops, and others covering critical student, parent and personnel issues.

RMCS administrative staff work closely with a group of talented, caring teachers who hold both California teaching credentials as well as Montessori certification; many hold advanced degrees. Teachers are evaluated annually against RMCS Professional and Educational Goals and Objectives as set forth in the charter. With observations and assessments by the Executive Director & Superintendent complementing their own self-reflection, RMCS teachers model constant learning and improvement for students. RMCS faculty also seek to learn from one another and from external professional development sources, attending conferences and training in areas such as Montessori Education, assessment, CCSS, social and emotional development, learning differences and exceptionalities, Special Education, neuropsychology of the child, anti-bias and anti-discrimination, bullying, immigration, parent-teacher relationships, lesson planning, and all academic subjects, including language, math, science, history, visual and performing arts, and technology.

Finally, RMCS is overseen by a board of directors with both parent and community representatives. In addition to their perspective on the needs of students and the local community, board members also bring deep knowledge and experience in early, elementary, and adolescent learning, Montessori pedagogy, business, finance, marketing, nonprofit management, and civic engagement. A typical board meeting might include an update on student progress, the approval

of new or revised school policies, review of budgets, and even training on board effectiveness to ensure that board members are continuously improving in the support they provide to the school. The board has ensured that the organization meets its educational goals while maintaining fiscal and operational stability, and plans to continue that success and build upon it in future years by strengthening the board's knowledge and skills and expanding its capacity to support the school.

As RMCS has grown, so has its governing board. From a fierce founding body to a structured operating body, the Board of Directors (the "Board") has established ongoing training and development (including Leadership, Brown Act, Uniform Complaints Procedures ("UCP"), and Creating an Effective Governing Board), has developed and revised policies (including Code of Conduct; Code of Ethics; Admissions Policy; Before and After School Child Supervision Program Policy; and Discipline, Suspension and Expulsion), holds Community Forums to invite parent participation and family engagement, and has created several formal ongoing committees such as Finance, Outreach, and newer committees such as Development. The Board is dedicated to reaching a more diverse population of parents and students. Publications are reproduced in Spanish and distributed within the Latino community to inform and educate on Montessori teaching and River Montessori Charter School. Current Board members include:

COMMUNITY MEMBER, Eresa Puch, MBA, CIA, Board Chair/President

Born in the Philippines, and having moved to California at the age of 19, Petaluma has been the Puch home for over a decade. Eresa Puch is a grateful mother of two boys, the eldest of whom graduated from River Montessori in 2014 and attends Casa Grande High School and the younger who is currently an RMCS student. Eresa believes that RMCS Montessori has been her children's second home and their family's treasured community and she and her husband, Celso, find fulfillment in engaging with the passionate causes of the school, the Foundation, and the board. Eresa considers it a great honor and commitment to be of service to other parents and guardians in supporting and sustaining our River Montessori Charter School community.

Eresa's professional background has been nurtured by over ten years of work in Finance, Internal Audit, and Compliance from various industries such as healthcare and education management. Earning an Executive Master's degree in Business Administration from Sonoma State University.

RMCS PARENT MEMBER & VICE CHAIR, Ginny Hautau
Interior Designer, Urban Cowgirl Design

Sonoma County native and active member of her community, Ginny Hautau is a former elementary school teacher-turned-interior-designer who brings environmental, entrepreneurial, and civic experience to the River Montessori Charter School board. Ginny has worked in the field of graphic design, illustration and currently owns a small interior design business, which focuses on healthy environments for children. She has also served on the Petaluma Visitor's Advisory Committee, the board of Heritage Homes of Petaluma (as board president) and is a hospice volunteer. She holds a B.A. in fine art from Sonoma State University, as well as a multiple-subject K-8 California teaching credential and a supplementary K-12 credential in art. She is a school garden advocate and alumni parent of three children of River Montessori Charter School.

COMMUNITY MEMBER, Tim Lohrentz, MUPP, Board Treasurer Community Economic Development Research Consultant

Tim Lohrentz has experience in community development, finance, nonprofit governance, and education policy. Tim worked as researcher and Program Manager for nine years at the Insight Center for Community Economic Development in Oakland before recently transitioning to a freelance consultant. Tim has written dozens of research reports, including on the topic of the economic impact of early care and education for First Five Los Angeles and the Children's Cabinet (Reno), as well as on inclusion in government agency procurement. He has also worked as a strategic planner in collaboration with an after-school program in Marin City and in collaboration with a youth organization in Daly City, related to effects of payday lending on families. This is Tim's third term on the RMCS Board, having served as a founding parent member until October 2012. His son graduated from RMCS in June 2013. Tim has a Masters in Urban Planning and Policy from the University of Illinois at Chicago. Prior to moving to Petaluma in 2004, Tim was a research consultant to Strategic Learning Initiatives in Chicago.

RMCS PARENT MEMBER & SECRETARY, Glenn Royes

With over 25 years of health program administration, workforce training, and human resource management, Glenn has become an expert in analyzing, planning, developing, implementing, and evaluating training and curricula. Glenn has managed over 830 personnel and budgets of \$1.5M+ and is adept at human performance technology and instructional system design. Having served on multiple Boards and Committees at the highest levels of our government in Washington D.C. and locally as the U. S. Coast Guard Training Center Petaluma's community volunteer coordinator, Glenn is also a previous Vice President of Rebuilding Together Petaluma's Board of Directors.

As a proud parent of two, Glenn appreciates the uniqueness of RMCS and understands how special it is. After watching their son's struggles with traditional teaching methodologies, Glenn and wife Julie felt lost. They believe that finding the RMCS community was a true blessing and Glenn strongly believes the child-centered approach to learning delivered by RMCS is a gift to their family and the local community.

COMMUNITY MEMBER, Michelle Hammons

The 2018-2019 school year will be Michelle's 25th year in Public Montessori education. She is currently in her 16th year as principal of Eagle Peak Montessori School. Prior to her time at EPMS, she served as Assistant Principal of Alief Montessori Charter School in Houston, Texas, and taught in the public Montessori program in Waco, Texas. She also worked with Houston Montessori Center as a field consultant, observing and evaluating intern teachers at various Montessori schools. Michelle currently serves on the American Montessori Society's Board of Directors and formerly served as chair of the Public Policy Committee for the American Montessori Society. For several years, Michelle also worked with the Charter School Development Center as a Team Leader for their Leadership Institute for new charter school administrators.

Michelle earned her undergraduate degree in sociology from Baylor University. She returned to Baylor to earn a Post-Baccalaureate Elementary Education certification. Michelle earned a Master's in Educational Administration in 2002 from Baylor University and holds her California Administrator Credential.

Michelle believes the public Montessori is a return to the foundation of the Montessori movement.

RMCS PARENT MEMBER, Eva Covarrubias

Eva is the stay-at-home mother of two children who are enrolled at RMCS and has a small home business as a party rental provider. After high school, Eva moved with her family from Jalisco, Mexico. Eva immigrated to United States 25 years ago and completed two years of college at Santa Rosa Junior College with a major in Art. Later in life, Eva earned a Cosmetology license and has plans to open a salon/studio in the future. Before she became a mother, Eva was involved in the restaurant business for 15 years, which Eva believes, gave her the ability to deal with many different types of individuals.

It is a matter of pride for Eva that since coming to this country she has been very involved with the Latino community and has been volunteering for multiple non-profit organizations which help the Latino community. For the last three years, Eva has also been volunteering for Community Action Partnership, a non-profit organization in Santa Rosa that supports individuals with their micro businesses and also helps low-income individuals to open their own businesses. Eva is very familiar with board work through several years' experience as a PTA volunteer for the Head Start Program and was also a regular classroom volunteer several years. Eva considers herself a very organized and multitasking person who is always eager to learn.

It is Eva's wish to be a bridge between our Latino and non-Latino communities at RMCS; to support any possible language and culture barriers that can arise and help build a strong united community.

I truly believe in our children's education and a stronger bond that can bring us all together. I am excited to have the opportunity to be a part of the River Montessori community as a parent board member and to be a strong representative for our RMCS community.

—Eva, RMCS Board Member

COMMUNITY MEMBER CANDIDATE Glenn Corey (Pending Board Installation, Nov 2018),

Glenn started his career after graduating from UC Berkeley with a degree in Chemical Engineering and taking a job at Motorola. He worked as an engineer in a semiconductor fabrication plant where he ultimately became the head of research and development for plasma etching. After moving to Boston Glenn made documentaries and interactive software working with the Chedd Angier Production Company, WGBH Boston and Apple Computers. He has also been involved in a number of startups – some in education and some in toys.

In 2009, after a 20-year successful career as a toy designer, documentary film maker, engineer, entrepreneur, and researcher, Glenn decided to follow his life-long dream to become a teacher. Earning his teaching credential from Dominican University, Glenn joined the staff at Novato High school in 2012 as a physics teacher and was quickly inspired to draw on his passion for invention by creating a product design class in the high school's abandoned wood shop.

Taking advantage of computers installed in one classroom for students to learn ideation and coding, students began to create products from old electric toys and remote-control cars. In the meantime, Glenn renovated the defunct wood shop for use as another classroom where students converted an old video game into a robot that can serve as a hallway monitor. The concept of ingenuity and innovation caught the eye of Inverness Research, an organization hired by the Paul G. Allen Family Foundation and Glenn was named one of the first recipients of a Paul Allen Foundation Award for his teaching methods and student engagement.

Glenn was also honored in November 2015 by the California League of High Schools as an "Outstanding Educator" for Region 4 of California – an award given annually to educators who exemplify education excellence and have made significant efforts to implement educational reform in high schools.

I have a deep curiosity about everything. When kids see a deep curiosity, their response is, if he's interested, there must be something interesting there." My job is to get them super excited to learn...I'm trying to get them when they leave here to be crazy excited about their career and what they want to do in the future.

—Glenn Corey, RMCS Board Candidate

7. THE OTHER (CRITICAL) PART OF OUR TEAM: OUR PARENTS

Let's put our minds together and see what life we can make for our children.

— *Sitting Bull*

River Montessori Charter School invites parents to become deeply involved in their children's learning. RMCS engages families in the classroom, offers them Montessori learning opportunities, and enlists them as active volunteers in the school's student-centered learning community. An open-door policy between parents, guardians, teachers, and administration has created a strong partnership between family and school.

RMCS offers an extensive parent education program designed to support parents in their own learning – so that they can in turn support their students. These include parenting workshops, open houses, "children as teachers" events, and student-led presentations, classroom observation, Parent University events with outside speakers, Community Conversation meetings with teachers and the Executive Director & Superintendent to teach parents about Montessori philosophy and techniques, Coffee with the Executive Director & Superintendent, as well as Hispanic Family Gatherings. Relationships provide the foundation for a child's success at school and the RMCS community works diligently to ensure transparency, effective communication, and partnership in

all areas and roles. Events have great attendance and feedback forms indicate overwhelming satisfaction with the workshops, and regularly solicit ideas, leadership and participation from families in future sessions.

RMCS parents engage in their students' learning directly through a variety of natural experiential means. Initially, upon enrollment, parents and students both complete an independent survey to indicate the child's development, learning-style, areas of interest, strength, and concern in all areas of child development, including social, emotional, physical, cognitive, and personal development. This launches an understanding of the child and the family and immediately builds a collaborative relationship with teachers and administration understanding each other well. Weekly emails, newsletters, and communication with families include informational articles regarding educational matters, parenting, Montessori philosophy and how to best support children in their growth as well as school particulars such as attendance awareness, etc. Parent education occurs several times during the year, parents observe to understand the child's work and level of achievement, and monthly meetings invite questions and drive future parent discussions, articles, and emails. RMCS encourages parents to assist their children at home by encouraging independence and needed practice with skills to develop mastery and time management. Parents and families are encouraged to embrace regular reading, math fact practice, and providing down-time for children's brains to process work learned during the day and to assimilate new information.

River Montessori parents are a highly dedicated group of volunteers. More than 85% of parents volunteer to help their children in their child's classroom experience. In addition, parents cumulatively work an average of over 2,500 hours annually, in support roles such as assisting in the classroom; taking care of the school garden; creating classroom materials; giving special presentations; organizing events such as the talent show, the annual auction and dinner, and the walk-a-thon; chaperoning field trips; hosting teacher appreciation events; and serving on the nonprofit board of the school and of its foundation.

River Montessori Foundation, River's fundraising arm, is a separate nonprofit, tax-exempt 501(c)(3) foundation that raises funds for the sole support of River Montessori Charter School to supplement the limited public funding the school receives. Members of the foundation include all of the parents, teachers, and students of River Montessori Charter School. Foundation members raise money through fundraising events such as back to school barbeques, local "dine-outs," and other large events like the annual auction, Walk-A-Thon, and *The Creator Faire*, an arts and science, maker-style, community event celebrating hands-on learning.

In addition, the foundation sells school spirit t-shirts and sweatshirts and participates in Box Tops, and grocery store fundraising. During the 2017-18 school year, the River Montessori Foundation raised over \$85,000 in order to bridge the gap between state funds and what it takes to run the school. Parents are encouraged to contribute only what they can afford and no one is required to donate.

The volunteer contributions of River's parents not only raise funds for River, but provide a rich, caring environment in which River's students are thriving. Over time, RMCS parents report a very high level of satisfaction with the school, typically in the 90% range with a one year rating of 85%, on annual parent surveys. Based on prospective parent feedback surveys, enrolled families are

RMCS's greatest marketing asset in that parents frequently recommend the school to friends, relatives, neighbors, and co-workers.

8. FINANCIAL AND OPERATIONAL SUCCESS

River Montessori has done a remarkable job of balancing its budget despite extremely challenging financial circumstances.

— *Eric Premack, Executive Director of Charter Schools Development Center*

Given the challenge of finding affordable facilities in Petaluma, River has maintained positive cash flow and provided a high-quality Montessori program that can operate tuition-free on public revenues.

Through careful budgeting and the generous contributions of parents and local corporate sponsorships made to the River Montessori Foundation, RMCS has been able to offer add-ons to the curriculum such as music, visual arts, gardening, overnight field trips, performing arts, and full-time assistants in the classrooms.

The following is a summary of financial accomplishments of River Montessori Charter School over the last five fiscal years, since the last charter renewal in June 2014:

- A professional accountant was hired to manage RMCS finances and obtained training to become RMCS CBO.
- All financial reports to OAUSD have received a positive certification and have been submitted in a timely manner (adopted budget, unaudited actuals, interims, and annual audit report)
- Ensured compliance with generally accepted accounting principles (GAAP) and filed five financial audits, all with a Certified Public Accountant's opinion for all financial statements and State and Federal awards; with an ending result of no findings; additionally the last three years (2015-2017) required no audit adjustments.
- Managed State cash flow deferrals and transition to LCFF funding with a balanced budget relying only on internal funding resources (without bank loans, treasury support, etc.), while establishing modest cash reserves
- Strong community involvement and increased annual local contributions from the River Montessori Foundation (fundraising organization similar to PTSA) and River Crew, a before- and after- school program for enrolled students
- Annually exceeded District reserve requirement; RMCS Board periodically reviews for additional reserve as necessary

RMCS chooses to utilize the Standardized Accounting Code Structure (SACS) and participates in charter school reporting as a Local Educational Agency (LEA). The school is required to file an Adopted Budget, Unaudited Actuals, First and Second Interim, and Annual Audit. The CBO or designee produces all financial reports in-house and bases these documents on the information given by the Governor in his Budget, as well as incorporating advice from other school finance authorities like School Services of California, the Charter Schools Development Center, and the

Sonoma County Office of Education. By July 1 of every year, the RMCS Board of Directors must approve and adopt a budget, multi- year budget projection (MYP), and cash flow projection for the new fiscal year. The Adopted Budget is then submitted to Old Adobe Union School District for final approval. Each year in operation, RMCS has received a positive certification of its Adopted Budget and filed it according to deadline.

In addition to the Adopted Budget, RMCS is also required to provide OAUSD the unaudited actuals, first and second interim reports and annual audit report. Each report for every year in operation has been submitted accordingly. Additionally, as an LEA of the El Dorado County Charter Special Education Local Plan Area (“SELPA”), RMCS is required to submit various expenditures and budget reports throughout the year relating to State, Federal and Mental Health revenues and expenses. RMCS has submitted all special education financial reports according to deadline since opening in 2009. The school is in “good standing” and meeting all compliance with the El Dorado County Charter SELPA.

As required by Education Code Section 47604.33, RMCS provides an annual Local Control and Accountability Plan (“LCAP”) update to the District and the County Superintendent of Schools.

Ensured compliance with generally accepted accounting principles (GAAP) and filed three financial audits, all with an (unmodified) opinion for both financial statements and State awards; no findings.

RMCS operates as a tax exempt organization under non-profit accounting guidelines. To date, the school has undergone seven financial audits and will complete its eighth audit December of 2018. The RMCS CBO has acted as the liaison for the school during the financial audits and presented information to the Board of Directors Finance Committee, which acts as the Audit Committee.

The involvement of the Finance Committee in the audit process demonstrates sound fiscal oversight of the school’s financial operations. For all fiscal years audited thus far, RMCS has been evaluated by a CDE approved Public Accounting firm and received an unqualified opinion for both financial statement and State awards. All audits have been free of material exceptions, findings, or deficiencies, demonstrating the school’s ability to meet compliance with generally-accepted accounting principles and key state requirements as established in the K-12 Education Audit Guidelines.

Strong community involvement and increased annual local contributions from the River Montessori Foundation and River Crew, a child-care program for students.

The River Montessori Foundation is the parent and community led fundraising organization to support the Charter School and operates as a separate non-profit, tax-exempt 501(c)(3) organization. While the Foundation has an ambitious goal to raise \$100,000 for the current year, the Board of Directors has stressed the importance of independence from local contributions and supplanting ongoing operational expenditures. For that reason, \$85,000 has been used as a conservative estimate for projected revenues in 2018-19. The overwhelming support of the Foundation is evident and its enthusiasm is demonstrated by increased contributions year after year and is a valuable asset to RMCS as an additional source of revenues. River Crew is another

increasing source of revenue for RMCS. During the course of the first year, in 2009-10, it was apparent that there was a need for before and after school programs for enrolled students.

The River Crew Child-Care Program is available to enrolled students of RMCS and consists of supervised activities including, but not limited to, arts and crafts, sports, quiet games, playground time, snacks, and homework. The program currently operates in the hours before and after the normal school day session, and during non-school days (school breaks, conferences, professional development days, and parent education workshops or presentations). As a charter school, RMCS has the ability to provide an optional child supervision program, and in the spirit of serving the families, has made the program affordably priced. Although River Crew is recreational in nature and not an essential part of school activity, Administration has implemented an assistance program for disadvantaged children who may otherwise not have the opportunity to participate because of inability to pay the fee, or for children with a temporary hardship.

9. CONTRIBUTING AND COLLABORATING AT THE LOCAL LEVEL

RMCS and its staff, board, parents and other supporters are committed to the development of each student's full human potential in a learning environment based on Montessori methodology. In the nine years since RMCS opened its doors, the school has grown to serve 190 students, with the future hopes of a preschool and Adolescent Program, RMCS plans to continue delivering an excellent education for many years to come. The school is operated by a talented educational staff and supported by a diverse and committed board of directors, who together have built a strong culture of parent involvement, and maintained a robust financial footing. Worth noting is the initial accreditation from the Western Association of Schools and Colleges (WASC) from 2012-2015. After further consult and guidance from WASC and its purpose to accredit high schools and colleges and not elementary schools, the RMCS Board of Director's determined that a postponement in good standing of the second phase was appropriate.

By approving this charter, OAUSD, the Authorizer, will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; to create new professional opportunities for teachers; and to provide parents and pupils with expanded choices in education as well as following the directive of law to encourage the creation of charter schools. RMCS is eager to work together with OAUSD, the Authorizer, to set the highest standard for what and public can be. To this end, RMCS pledges to work cooperatively with OAUSD, the Authorizer, to answer any concerns over this document and to present OAUSD, the Authorizer, with the strongest possible proposal for renewal of RMCS. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, and their implementing regulations.

E. River Montessori: An Asset to the Community

I do not believe there is a method better than Montessori for making children sensitive to the beauties of the world and awakening their curiosity regarding the secrets of life.

— *Gabriel Garcia Marquez, Montessori-educated author and Nobel Prize Winner*

For the last nine years, River Montessori Charter School has been an active and effective member of the Petaluma community, and of the educational landscape in Sonoma County and California. RMCS' own learning community has grown considerably in that time as well, from its original 70 founding children to today's 190 students. Interest, applications, and enrollment and a wait list are consistently high – a testament to the demand for a public Montessori elementary school option here and a result of the positive impact the school has had on current students and their families.

During that time, it has also become clear that parents across the state and country are eager to enroll their children in public Montessori schools, in which the robust Montessori educational approach that of tens of thousands of families nationwide pay thousands of dollars for what is offered tuition-free to students who choose it at RMCS.

1. LOCAL CONTEXT

Our district school board is committed to providing leadership that brings the best education to the young people of Petaluma. ... With Excellence for Learning as our mission, our vision is one of establishing high expectations in an environment of caring and nurturing where each child achieves his or her personal best. ... We strive to bring a balance between high challenge and support to encourage every child to achieve his or her personal best and to foster a passion for learning.

— Source: Old Adobe Union School District web site

Enrollment at RMCS has consistently represented a large span of the local and surrounding cities and counties, including significant contingents from areas outside of Petaluma including Cotati-Rohnert Park, Santa Rosa, Sebastopol, Novato, San Anselmo, Fairfax, Napa, and Fairfield with 67% of RMCS students hailing from outside the OAUSD boundaries. Multiple families report commuting to Petaluma because of the public Montessori program availability at RMCS and several families enrolled after initially contacting RMCS from areas outside the Bay Area, state, and country when considering their relocation and educational options.

Our family moved one county north to Petaluma so that our daughter, then an entering second grader, could attend River, a rare and highly-praised public Montessori school. After experiencing a traditional public school for our child's kindergarten and first-grade years, we wanted her to experience the positive, student-lead, extraordinary education that only Montessori can provide. Montessori simply makes sense for kids, for parents, and for our society and the world at large. I see in my Montessori child all the facets of humanity that parents, teachers, and leaders want for our young people (and our older people!): Compassion, emotional intelligence, independence of thought and action, peace-mindedness, social responsibility, hands-on knowledge, and so much more. Our younger child has followed in our older child's footsteps as a Montessorian, and thanks to River, has garnered the same beautiful and practical qualities that I associate with Montessori learning.

Through wide outreach and a clear explanation of the benefits of the Montessori approach to learning, RMCS consistently reaches its enrollment targets – making it abundantly clear that the educational model offered by River Montessori is one that appeals to parents and children.

Since RMCS opened its doors almost ten years ago, OAUSD embraced the charter school structure for its own schools, along with programmatic emphases that make each school unique and tailored to the needs and preferences of students. River Montessori has been offering a complementary option to local families for the past ten school years and hopes to continue to do so for many years to come.

RMCS has also witnessed the growth of innovative programs and school options throughout the county in the nine years since RMCS opened. This may be due in part to the increasing diversity of student backgrounds and needs, and educators acknowledging that different school models meet those needs in different ways. According to EdData, Sonoma County had 18,362 charter students as of 2016-17. With 56 current charter schools, Sonoma county families are continuing to show an appreciation for choice in schools.

The number of charter schools in California has grown from 1,065 in 2012-2013 to 1,286 in 2018 according to the National Alliance for Public Charter Schools. Although the research on charter school performance is inconclusive, it is true that charter school performance is mixed — as is the performance of conventional public schools. However, by their very nature, charter schools are highly accountable to the public and subject to closure if they are not meeting their goals, so each must be evaluated every five years on their own educational and operational merits. As compared to its peers in the District, county and state, River Montessori Charter School is a school that is delivering an excellent education to its students and doing so in a fiscally responsible manner – and deserves to continue to do so.

2. NATIONAL CONTEXT

According to the National Center for Montessori in the Public Sector, there are 48 public Montessori schools in California, up from 14 such schools in the state nine years ago — a signal of increasing demand, although RMCS is the only one of its kind in Sonoma County. More than half of all the 514 national public Montessori schools and programs opened their doors in the last decade. Meanwhile, the number of Montessori schools overall in the US currently stands at over 5000 and according to National Center for Montessori in the Public Sector (“NCMPS”), a surge of interest in Montessori is occurring over the last two decades evident in a rise in research on Montessori, increased mainstream press, and the opening of new Montessori schools.

The idea of a Montessori public charter school integrates the values of public education — including the notion that every student deserves an excellent education — with the benefits typical of a Montessori program. These include committed parent involvement; stable governance and leadership; small teacher-to-student ratios; teachers who are both state-credentialed and Montessori-certified; Montessori hands-on materials designed for interactive learning; and a

facility which allows collaborative projects such as gardening and specialized curricular offerings such as art, music, and environmental education.

Petaluma deserves nothing less — and River Montessori Charter School intends to continue offering this experience to children and families who choose it.

3. CHARTER RENEWAL

Charter Renewal Criteria: Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.
5. Has qualified for an alternative accountability system.

The following shall serve as documentation confirming that RMCS meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

- RMCS has attained its schoolwide and numerically significant pupil subgroup API growth targets in 2013.
- RMCS's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3), which states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC § 47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal."

The California Assessment of Student Performance and Progress (“CAASPP”) results publicly published by the California Department of Education (“CDE”) have limited data in order to protect confidentiality of RMCS students’ scores, due to the number of students being 10 or fewer who were tested within specific categories and grade levels. Overall, RMCS students scored at the standard met and standard exceeded level in Mathematics and English Language Arts as follows:

English Language Arts:	2018	2017	2016
6th grade	57%	43%	44%
5th grade	68%	38%	38%
4th grade	29%	38%	---
3rd grade	54%	---	---

Mathematics:	2018	2017	2016
6th grade	43%	43%	47%
5th grade	21%	38%	35%
4th grade	12%	28%	---
3rd grade	27%	---	---

Analysis of Comparison Schools Data

RMCS CAASPP Scores, 2016-18 published by CDE:
 Percentage of Student Subgroups Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	59%	45%	36%	52%
	Math	48%	31%	27%	26%
White (2016 included Two or more)	ELA	72%	93%	41%	62%
	Math	57%	89%	32%	22%
Hispanic or Latino	ELA	32%	50%	25%	31%
	Math	32%	18%	15%	23%
Economically Disadvantaged	ELA	37%	26%	31%	25%

	Math	21%	12%	15%	6%
Students with Disabilities	ELA	45%	16%	*	*
	Math	36%	17%	*	*

Percentages do not include grade levels with less than 10 students that were tested

* less than 10 students in category that were tested

Comparison Schools That RMCS Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
La Tercera	ELA	31%	40%	36%	43%
	Math	13%	20%	29%	33%
Miwok	ELA	41%	45%	37%	37%
	Math	25%	24%	29%	33%
Old Adobe Elementary	ELA	57%	68%	65%	66%
	Math	41%	51%	53%	53%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Reach Charter	ELA	52%	61%	41%	42%
	Math	34%	34%	33%	26%
Dunham Elementary	ELA	46%	63%	61%	66%
	Math	43%	59%	66%	61%
West Side Elementary	ELA	47%	53%	45%	52%
	Math	42%	42%	36%	53%
Two Rock Elementary	ELA	45%	47%	53%	63%
	Math	47%	47%	61%	49%

Attached in the Appendix, please find CAASPP reports supporting this data.

Significant academic support delivered in the classrooms by credentialed teachers are directed toward the subgroup of Identified Disabilities (ID) to support their progress toward proficiency of state standards

Supporting All Students

Significant interventions are directed toward the subgroup of Identified Disabilities (ID) to support progress toward proficiency:

6th grade - 100% nearly met for ELA

5th grade - 75% nearly met or above for ELA and 50% for Math

4th grade - 50% nearly met for ELA and Math

Academic supports and direct instruction are embedded in the daily learning experience toward the English Learner subgroup to support their progress toward proficiency. The progress is not specifically visible between proficiency levels yet there is progress within the level of not met by 20 to 150 point increases.

To support the overall student population with math, a key focus has been put in place to increase student articulation of math concepts and reasoning during lessons and practicing written explanations of their thinking process.

During the past two years, the students in the Upper Level classroom clusters have experienced unexpected changes in staffing which impacted their emotional well-being and academic learning progress. The state score results demonstrate this impact most specifically in the content area of mathematics. The CDE does not publish the overall result percentages due to the low enrollment population of 6th grade level students. The enrollment levels of 6th grade has ALSO been impacted by the fact that other surrounding schools offer middle school starting with 6th grade. RMCS students would benefit in having the school be permitted to extend the learning beyond 6th grade level up to 12th grade level for profound continuity in the Montessori educational experience.

I want my children to be in a school that guides and respects them. A place that will embrace every part of who they are, foster their innate curiosity in the world, and challenge them to learn and grow physically, socially, emotionally and cognitively. This is what brought our family to River Montessori Charter School in the first place. Everyone there places priority on the whole child to ensure that each student receives the necessary skills they will need to be successful.

—Mark, RMCS Parent

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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.

—Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

—Education Code Section 47605(b)(5)(A)(ii)

A. Educational Summary and Goals

1. “WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE”

RMCS serves a diverse population of students in transitional kindergarten through sixth grade in California who have an interest in attending a school with a rigorous, self-paced, academic framework that meets State Standards with the Montessori pedagogy.

River Montessori Charter School is particularly interested in attracting students who hold the following characteristics:

- a. The interest and motivation to be educated in the Montessori approach
- b. The ability and capability to work independently
- c. The propensity to be self-motivated in learning and achievement

RMCS’s current student demographics are as follows, using the OAUSD Renewal Protocol Table:

RMCS Populations	2013-2014	2043-2015	2015-2016	2016-2017	2017-2018
Number/Percentage of students eligible for free/reduced lunch	29 / 18%	32 / 19%	37 / 23%	42 / 24%	24 / 14%
Number/Percentage of English Learner students	8 / 5%	18 / 11%	28 / 17%	30 / 17%	35 / 20%
Number/Percentage of students with special educational needs (IEP)	20 / 13%	12 / 7%	18 / 11%	17 / 10%	16 / 9%
Number/Percentage of students with disabilities (504 plans)	0	0	0	1 / > 1%	3 / > 2%
Number/Percentage of students in foster care	0	0	0	0	0
Number/Percentage of homeless students	0	0	0	0	0

Demographic characteristics of students in current school year (2018-15)	Number/Percentage of Students
Hispanic or Latino of Any Race	50 / 27%
American Indian or Alaskan Native	3 / 2%
Asian	5 / 3%
Pacific Islander	2 / 1 %
Filipino	2 / 1%
African-American	12 / 6%
White	114 / 60%
Two or more races	0
Not reported	0
Gender (PERCENTAGE MALE/FEMALE)	55% / 45%

2. WHAT IT MEANS TO BE AN “EDUCATED PERSON IN THE 21ST CENTURY”

RMCS believes that the Educated Person of the 21st Century is a person who is self-actualized with an individually developed balance of cognitive, social, emotional, physical, and personal strengths. The 21st Century learner uses a variety of means to acquire knowledge to solve problems in a socially responsible fashion for the good of society.

Faced with what may appear to be insurmountable challenges, including those of a global nature, the educated person is prepared by a strong academic base to approach problems with an attitude of collaboration, openness, and confidence. He or she should be able to identify problems, be self-motivated to evaluate them, and then become a catalyst for change because of the ability to think creatively.

The school believes that an educated person in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. As a life-long learner, he or she is continuously pursuing individual passion and growth while exploring diplomatic answers to world problems that impact individuals, cultures, and the natural world.

The 21st Century Learner is prepared for life. He or she is a person who competently balances work, leisure, family, and community. He or she seeks peace, appreciates the arts, is proficient in English as well as at least one other language, is prepared to productively participate in our economy, is self-motivated to set and achieve goals, and finds something of value in every human being.

3. “HOW LEARNING BEST OCCURS”

RMCS is committed to the goal of developing self-motivated, competent, life-long learners. The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra- and interpersonal awareness, and community involvement.

The Montessori Method is an historically proven model of education that has consistently demonstrated its merit. With its conception and early success in serving children with special needs, it has since flourished worldwide for over a century as a means to meet the needs of all children. Student learning best occurs when children are successfully connected to the materials and curriculum. Through repetition and exploration, various concepts and ideas are explored. Montessori materials are self-checking and placed in a sequential order where the students can manage and track their own progress. This design of the materials promotes self-confidence and independence, as well as academic success. Tapping into prior knowledge, learning is enriched by the repeated use of materials with which students are already familiar, and reinforced by using these materials at higher levels, eventually working toward abstraction.

Learning is also accentuated by teachers using a holistic curriculum. Teachers blend learning modalities (e.g. kinesthetic, visual, and auditory) as children learn about language, math, geography, history, science, and culture. Teachers present ideas and then encourage that they be shared, discussed, and evaluated. Children eventually engage in research and other high level thinking activities.

Appealing to the whole child, emphasis is placed on creating aesthetically beautiful classroom environments where students feel safe and secure and are invited to develop themselves in all facets of their persona and growth. The Montessori method stresses the importance of building trust and confidence that helps connect our students to the materials and curriculum. When students are offered a safe and stimulating environment where they can be challenged and successful, they are able to reach their full potential.

RMCS believes that learning best occurs when:

- Students are actively engaged in meaningful tasks;
- A connection is made between what students learn and the real world in which they live;
- Individual plans and support play an intrinsic part of the educational program;
- Students have choice in the structure of their own projects and plans;
- Work is accomplished individually and as members of a group;
- Activities are integrated, interdisciplinary, and meaningful;
- Work is developmentally appropriate, leads to success, and is progressively complex;
- Students are encouraged and expected to learn;
- Students are encouraged to help others learn and to learn from others, which leads to an improvement of communication skills and positive social behavior;
- Teachers, family, mentors, and advocates support the students

RMCS believes that this learning occurs in a Montessori classroom, which encourages self-motivation and self-direction. Dr. Montessori's methods are based on her scientific studies of how learning best occurs. She found the following to be important aspects of positive learning:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and
 - often self-correcting
- A flexible time-line which allows introduction of new material when it is most likely to impact the
 - individual
- Individual Learning Plans

Montessori methodology emphasizes respect for the individual child, and his or her pace, rather than the prioritization of specified curriculum or method of instruction. Maria Montessori stated, “Education is not something which a teacher does, but... it is a natural process which develops spontaneously in the human being.” Our goal, then, is to provide the child with the appropriate ability-level material and personnel resources (teacher/facilitator) to promote his/her personal achievement. It is our belief that the cultivation of each child’s innate desire to learn is of primary importance. Accordingly, our pedagogical strategies embrace the concept of the child’s ownership of his or her education, through the presentation of choice of activities. We also support the child’s fulfillment of his/her sense of discovery, as well as his/her expanded exploration of topics of interest. Ultimately, in recognizing Maria Montessori’s belief that “the most favorable time for a child to learn is when she wants to do it herself,” we are promoting the child’s sense of independence, resulting from his or her sense of self-sufficiency and achievement.

4. EDUCATIONAL GOALS AND OBJECTIVES

Consistent with our mission and vision statements and state, district, and county objectives, and to meet our obligation of enabling students to become self-motivated, competent, and lifelong learners, the five major goals of River Montessori Charter School are:

- Promote Academic Excellence
- Develop Attributes of Successful Learners
- Create Strong Parent Involvement and Satisfaction
- Become a Model Learning Community
- Facilitate Staff Development

a. Promote Academic Excellence

In today’s culture and education system, the pace of change has put schools under terrific pressure to re-evaluate what should be taught. It is difficult to predict the skills that our children will need when they reach maturity. In the past, the most efficient education consisted of lecture, drill, and memorization. In an era of rapid technological revolution and social change, the foundation of a good education is to learn how to learn.

Montessori education is first and foremost concerned with a child’s whole development and character. The method inspires children toward academic excellence by nurturing the curiosity,

creativity, and imagination hidden within every human being. The habit of academic excellence stems from a strong sense of self-confidence, a joyful approach to life, and pride in one's accomplishments. When held as a basic value, a passion for excellence leads children to develop to their full potential.

We believe that the vast majority of people have the intelligence and natural ability required to learn everything they need to lead full, happy, and productive lives. The Montessori method helps individuals develop a strong work ethic, self-discipline, and high personal motivation, which are needed for this success.

Academic Excellence is defined by the Montessori Attributes of Successful Learners described below.

b. Develop Attributes of Successful Learners

River Montessori Charter School provides an environment in which students develop deeply held values of independence, responsibility, self-respect, respect for others, and compassion; this results in a strong sense of self-confidence. Character development is integrated throughout the curriculum.

Children of different ages are brought together so the classroom becomes similar to an extended family in which children live and work cooperatively. In this "mini-society," children help establish the ground rules for behavior, get practice in self-government and thus become responsible for their own behavior. The aim is for children to learn to respect the rights of others, feel responsibility toward others, and gain respect for their own individuality. To facilitate the development of independence and a sense of engagement with the community, RMCS strongly encourages participation in day-to-day classroom management, care of the environment, and decision making. We seek to help each student see the value of commitment both to our own community and to the community of humanity. Children contribute to the betterment of the world through various activities.

In addition to State Standards, RMCS focuses on developing several attributes (listed below) of successful learners and character traits in our students. Nancy Rambusch and John Stoops identify these traits for addressing the whole child as a learner in "The Authentic American Montessori School," (American Montessori Society, 1992).

All of the attributes listed below are monitored and conveyed through Individual Learning Plans (ILPs), progress and report cards, and biannual conferences.

1) Cognitive Understanding and Thinking Skills

- Students demonstrate an awareness of order and sequence.
- Students demonstrate the development of observation, questioning, and critical thinking skills.
- Students evidence a variety of complex thinking processes to help resolve complex issues.
- Students are able to access, evaluate, and integrate information from a variety of resources.
- Students are able to reflect upon their learning and to transfer learning to new situations.

- In Montessori education, the students are to think for themselves, not merely learn what other people have thought.
- Students demonstrate the ability to effectively use technology.

2) Confidence and Competence

- Students are capable of correcting their own work upon observation, reflection, discussion, or completion of additional lessons.
- Students manage the available array of information with a clear sense of purpose.
- Students demonstrate the development of concentration, patience, and persistence.

3) Independence

- Students are able to choose their own work, apply energy to that work, complete it to agreed-upon criterion, and return material used to the place it is customarily kept in such a way that another child will be able to find and use it.
- Students participate in designing their own Individual Learning Plans.
- Students are able to locate resources to continue the self-chosen task, or are able to solicit help if necessary.

4) Autonomy

- Students are able to accept or reject inclusion in another child's work or group with equanimity.

5) Intrinsic Motivation

- Students are drawn to continue working for the apparent pleasure of so doing.
- Students, once having achieved competence, are able to move on to revel in mastery by showing others.

6) Ability to Handle External Authority

- Students are able to accept the "ground rules" of the group and abide by them.
- Students, when distant from the teacher, are able to function as if the teacher were nearby.

7) Social Responsibility

- Independent and autonomous persons are also always a part of a group and must realize independence and autonomy through participation in group activity.
- Students are able to collaborate and work effectively with others in cooperative groups.
- Students are respectful of others.

8) Stewardship, Good Citizenship

- All children are part of both a world political reality and a world ecological system. Both systems have their constitutions and the citizen must learn to live within the spirit of the laws of man and nature.
- Students demonstrate citizenship by planning and implementing a project in service to the school and/or the greater community.
- Students demonstrate an understanding of the natural world, and their interconnectedness to it.

9) Positive Self-Image

- Students are able to express feelings in a healthy manner.
- Students demonstrate the ability to solve conflicts effectively and fairly using skills of active listening and negotiation.
- Students demonstrate knowledge of pertinent issues of personal health.

c. Parent Participation and Satisfaction

Achieving high academic outcomes, teaching values, and developing character cannot be accomplished without the close partnership of parents/guardians and families. For example, the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Consequently, we believe that children learn more when their families and schools work closely together.

RMCS encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing the classrooms, and volunteering in the school. Families are encouraged to make a commitment of time and energy to support the school, thus utilizing their skills and talents. There are many different ways in which parents and families can participate: helping in the classroom, organizing and chaperoning field trips, serving on the Governing Board or school committees, organizing and directing after-school enrichment activities, and providing clerical assistance to the teachers and staff of the school.

RMCS encourages parents to fulfill volunteer service to the school each academic year. However, no student will be removed from the program if the parent(s) fail to meet the target for volunteering. RMCS shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Policies address parent participation and a formal program of choice and options in volunteering and participation is included in registration and parent materials.

In addition to the active participation of families in RMCS, a secondary emphasis of the program is to provide parenting classes and support groups to help parents recognize the uniqueness of their child(ren) and to enhance their ability to parent and be their child's primary teacher. Parent education opportunities also enable parents to learn more about the Montessori philosophy and the classroom environments.

RMCS's Board of Directors and Executive Director & Superintendent regularly consult with both parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to surveys, parent-teacher conferences, and meetings.

Parents and community members are continuously involved in RMCS through opportunities to participate on the governing board of the school and through the Parent-Teacher-Student Partnership Group, which coordinates volunteers and parent led activities and facilitates communication between students, parents, and school faculty/administration.

d. Facilitate Staff Development

The educational paradigm of school as a learning community views all members of the school engaged in a vibrant process of exploration, discovery, and understanding. RMCS educators play a pivotal role in modeling their natural curiosity and love of learning to students. It is through professional development that educators increase their knowledge base, sharpen their skills, and re-energize.

e. Become a Model Learning Community

With a highly functioning and creative Board of Directors committed to Montessori Methodology, River Montessori Charter School serves as a model Montessori site for future teachers, educators, and policy makers. A top-quality educational staff comprised of a Montessori credentialed Executive Director & Superintendent, California Credentialed and Montessori Credentialed teachers, and assistants is recruited and given the support it needs to deliver quality learning experiences to students.

B. Curriculum and Instructional Design:

The Montessori Philosophy

RMCS utilizes a comprehensive Montessori curriculum fully aligned with State Standards which sets us apart from private Montessori programs. Before describing RMCS curriculum, it is helpful to provide an overview of the academic philosophy.

1. THE MONTESSORI APPROACH TO EDUCATION

As the American Montessori Society summarizes:

“A Montessori program is based on non-competitive and cooperative activities that help a child develop a strong self-image, high levels of academic and social competence, and the confidence to face challenges.”

“Encouraged to make decisions at an early age, Montessori-educated children are problem-solvers who can make appropriate choices, manage their time, and work well with others. They exchange ideas and discuss work freely. These positive communication skills build the foundation for negotiating new settings.”

“Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop the confidence to face change with optimism.”

Dr. Maria Montessori was a physician, research scientist, and educator during the late 1800s–early 1900s who made observations about how children learn. The Montessori Philosophy of Education is based on Montessori’s observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained

adults who prepare these environments. Children learn independently in a prepared environment with teachers who guide and serve as the links between the student and the educational environment of academic materials and lessons. By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively. Students learn to develop healthy social relationships, to develop skills in concentration, and to master academic and life skills.

Over the years, the Montessori philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural and international settings. Dr. Montessori used her scientific observations of children to design functional learning environments created to support and enhance a child's innate desire to learn about the world around him. Based on a strong integration of adult to child observation and practical hands-on activities, classroom materials offer learning experiences in a clear, concrete manner. Students use motor and intellectual discovery when working with these materials, with an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. Montessori education is based on a three-year developmental and academic learning cycle.

The integration of varied age spans allows older students to gain confidence by working and role-modeling materials with younger students as well as reinforcing their own understanding of academic subjects. Collaborative learning and projects completed in groups encourage students to teach and learn with each other.

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials she/he needs in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. This, in turn, decreases the need of direction from the teacher. As a result, children develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment as well as the individual student. Each classroom at RMCS follows Montessori's concepts and is carefully designed to provide for the developmental needs of its students.

The Montessori classroom contains materials to support learning in the core subjects of language arts (reading and writing), mathematics, and geometry, while also providing materials in the areas of history, geography, and natural sciences (e.g. biology, astronomy, and chemistry).

Each classroom contains materials that teach specific concepts for the particular age range. The materials are designed in a logical sequence of skill acquisition and concept building while reinforcing the development of abstract thinking. The learning materials initially isolate knowledge to one concept at a time in a concrete manipulative style. The child progresses toward an abstract, more divergent, level of evaluation and analysis, while also moving toward self-set, teacher-supported goals.

Through observation and record keeping, the Montessori teacher assesses the needs and level of each student to guide him or her towards a path to meet individual interests, maturity levels, capabilities, educational needs, and academic success. As a result of these observations, teachers can make adjustments in individual learning plans, both academically and behaviorally. Students work at their own speed and must demonstrate mastery of material before progressing.

2. THE PREPARED ENVIRONMENT

A Montessori classroom is strikingly different from a traditional classroom: there are no rows of desks. Colorful materials are neatly organized into clustered areas—like a science area with materials to conduct experiments, reference texts, binders labeled with student’s names charting their individual progress through the curriculum and housing their science reports, and a terrarium. Desks are interspersed with open space where children work together on rugs, or cluster around a teacher sitting on the floor answering questions. Students are typically so actively engaged in their work that visitors are undisturbed and an atmosphere of quiet concentration prevails.

The Montessori classroom facilitates independent learning and exploration. The environment is designed to strike the imagination, to lead the student to abstraction, and to provide a system of information storage and retrieval. The Prepared Environment facilitates the child’s exploration of the essential principles of all disciplines through sequenced order and aesthetic appeal.

Technology elements are integrated into classroom life. Children learn to use calculators, computers, and multimedia devices as part of their everyday experience. Throughout the curriculum, as appropriate, internet resources supplement research collected first-hand from resources found in the classroom and the community.

Montessori classrooms tend to fascinate both children and their parents. Typically, they are warm, bright, inviting, and filled with plants, animals, art, music, and books. There are curriculum centers with intriguing learning materials, such as three-dimensional mathematical models, colorful maps, botany charts, and collections of natural specimens. Each material stimulates curiosity and the five senses.

3. MULTI-AGE LEARNING COMMUNITIES

Montessori education places children in multi-year age groupings. Children aged six to nine and nine to twelve, and thirteen and fourteen are placed in lower and upper elementary and junior high classes respectively. This multi-age grouping gives many advantages to learning, including the following:

- Children can progress through the curriculum at their own pace, guided by an individualized learning plan.
- The classroom serves accelerated students as well as remedial or English Language Learner students well because it is enriched with materials for an age-range, up to the level of challenging the interests of the most advanced students. It is acceptable and expected that students will excel in one area but may struggle with basic concepts in another. The three

year curriculum gives each student space to grow at various levels while meeting end-criteria before moving forward.

- Younger students are constantly stimulated by the interesting work of older students.
- Older students serve as tutors and role-models, providing leadership experiences. Older students grow from helping younger students and reinforce their own knowledge by teaching others. They also learn to empathize with the needs of children who are younger than themselves, building important social and character skills.
- In a mixed-age class, teachers work with the same students for three years, forming an integral and close mentoring relationship.
- The class retains a high degree of continuity since the majority of students in each class returns the following year. This makes it easier to orient new children and individualize the ongoing curriculum for each student.

The multi-age classroom is a groundbreaking concept for developing community and supporting students of varying levels of academic and social development. By creating a bond between parents, teachers, and children, Dr. Montessori sought to create a closely-knit community where individuals could learn to be empowered; where children could learn to become contributing, sharing members of their school-family; where students could learn to care for younger children, learn from older people, and trust one another; and where children could find ways to be acceptably assertive rather than aggressive.

4. INDIVIDUALIZED LEARNING

Montessori philosophy posits that for education to touch a child's heart and mind, the child must be learning because he/she is curious and interested. Montessori strives to make learning its own reward with each success fueling the desire to discover even more. To appeal to each child in this way, the curriculum is individualized according to the following principles:

- Individual learning styles, timetables, and capacities are respected. The child must develop herself; the adult acts as a resource and a catalyst for development.
- Students are given the opportunity to choose what to investigate and learn.
- The student is responsible for mastering basic skills and basic core knowledge. The student will follow a written study plan for each week, which is arrived at jointly by the teacher and the student. The student will be supported in planning an individual schedule for completing work. Materials and activities are designed to support different learning styles and multiple intelligences, such as linguistic, mathematical, spatial, musical, kinesthetic, and interpersonal. Some children — kinesthetic learners — learn best by using their hands, taking measure of materials physically and thereby mapping them mentally. Others — linguistic learners — are especially attentive to verbal cues and have an innate ability to verbalize knowledge and to learn by listening attentively.

Other children may benefit greatly from interacting with others, sharing, teaching, and collaborating to master the material; these are children with strong interpersonal learning skills. Montessori philosophy supports these differences and recognizes that children may also transition from one learning skill set to another as they develop during these formative years. One-size-fits-all teaching can fall short for these children.

5. ACTIVE LEARNING

Montessori materials are designed to stimulate the senses and engage students in active learning. Students are encouraged to pursue areas of particular interest to them, becoming “experts” (meaning the student is able to integrate this learning into his or her daily work and practice) and using all available resources, including internet and community sources to engage their curiosity.

The classrooms are prepared with Montessori-sourced materials, which are hands-on and encourage “experiential” learning, as opposed to the more traditional model of lecture and drill exercises, which are comparably passive. Repetition is accomplished by having a variety of materials with which to practice the same concept. It is this repetition — through active and multiple modes of learning — which leads to mastery of the concept.

Students learn by trial and error and by discovery. They learn to ask the right question, spontaneously engage in their own research, analyze what they have found, and draw their own conclusions. The extended work period, typically three hours, offers both the time and resources for investigation and experimentation, using the internet, classroom library, and related indoor and outdoor materials, as well as opportunities to pursue research outside the classroom, in a community garden, the local library or museum, or by contacting outside experts. Throughout this process of discovery, students are not afraid to take risks and to learn constructively from their mistakes.

Students engage with the Montessori materials, which are designed to transition children from concrete understanding in early elementary to abstract thinking. This means that children arrive at abstraction through their own creative process and their desire to understand. This is a joyful process of intellectual development, inner awareness, and creative thinking. Again, the child’s education is forged on the path to discovery.

Active learning is the heart of Montessori education. Rather than present children with the “right information” and supply the “right answers” up front in the form of lessons and lectures, Montessori educators guide students to ask the “right questions” and help them to discover the answers for themselves. With this active approach, learning becomes its own reward and each success fuels the desire to discover more.

6. MONTESSORI CURRICULUM MATERIALS

Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition, materials are supplemented with books, experiences, technology and

other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed by staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress.

The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

Montessori materials are concrete representations of lessons, which guide the student to understanding a concept. Each Montessori material and lesson is specifically designed with a purpose, prerequisites, direct and indirect aims, typical age ranges, procedure, language, control of error, points of interest, variations and extensions, subsequent lessons, and its placement and importance in the entire curriculum. Teachers are trained in the selection, implementation, and outcomes of each material, thus solidly serving the student in his or her education. Materials are organized and presented sequentially, becoming more complex and abstract. Comprehension and mastery are required before student progresses to the next material. This allows the student to continue on a path of education that is uniquely individual, neither waiting for others to catch up, nor hindering others in their progress. It also provides constant placement of the student within the framework and assessment of individual student progress, as well as offers an immediate diagnostic capability should a student struggle with any material or concept.

Materials are presented in small and large group lessons designed to inspire the student and encourage the student's thoughtful application of mastered materials and concepts. Typically, students progress through most group lessons with their yearly cohort, which incorporates a general pacing but allows for individual rates and movement to another group as necessary, similar to a traditional educational system whereby a student would be "pulled out" for specific assistance, although the Montessori student remains in the classroom. In the Montessori Model, students find the specific support they need in a variety of lesson groups in the classroom, combined with the individualized attention of the trained teacher.

Of paramount importance are the Individual Learning Plans, created at the beginning of each school year by the student in collaboration with the parent and teacher to determine a path of individual student success. The plans provide a process whereby strengths and areas of improvement are identified, goals are formulated, and specific learning objectives are agreed upon. In this way, the order and manner of learning new material is adjusted to the needs of each child as much as possible. The student's progress toward fulfilling his or her ILP is the primary focus of subsequent conferences, progress reports, and student self-evaluations.

Each student, in collaboration with the teacher, also develops an individualized Weekly Work Plan (WWP), setting forth the goals, expectations, and assignments for the week ahead. Weekly Work Plans address core subjects of language, mathematics, and science as well as, other areas of personal development.

Whenever possible or appropriate, WWP's offer students the opportunity to propose an alternative assignment that would lead to the fundamental objective, but which would be more interesting to the student. Teachers review the WWP of each student on a weekly basis throughout the school year.

Appropriate measures are taken to respect the confidentiality of any student records protected under the Family Educational Rights and Privacy Act. All records and assessments are available to parents and are sent to the student's new school in the case of the student transferring to another school.

7. HOMEWORK — THE MONTESSORI WAY

The Montessori student often volunteers to continue research, do community service, and work on classroom related projects. Consequently, the Montessori student naturally develops good study skills, discipline, and responsibility. Continuing school-related projects at home also provides parents the opportunity to be involved in and stay current with their children's education. Daily homework, however, is not a part of a Montessori program. Nonetheless, if the student chooses, the teacher provides guidance for outside projects and activities based on the student's individual interests and needs. RMCS encourages daily reading individually and together, math fact practice, and cultivating a love of learning at home.

C. Basic Academic Areas of RMCS's Montessori Education Program

Montessori education offers a wide variety of academic study for all students, in a way that interrelates each subject to the others, which in turn supports the development of a well-rounded individual. One of the classic components of the Montessori approach is to provide uninterrupted periods of work time for the students, spanning two to three hours at a time, allowing them ample opportunity to work through various academic tasks each day. Breaking the academic day into two distinct parts provides these units of work time: Core academics (Language Arts, Math, and Geometry) and cultural subjects such as History, Geography, and Science. Practical Life lessons are practiced daily (care of self, care of environment, care of others, control of movement, grace and courtesy) and subjects traditionally referred to as cultural in nature (e.g. fine art, performing art, second languages) are interwoven throughout the educational program.

1. MONTESSORI CURRICULUM

The core Montessori elementary curriculum integrates studies of the physical universe, the world of nature, and the human experience. In contrast to the traditional model in which the curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main Montessori concepts are integrated throughout the ongoing curriculum. This means that younger students explore new concepts at a concrete level. When the same subjects are revisited in subsequent years, older students are able to understand and investigate familiar ideas more abstractly and in greater detail.

The integrated curriculum includes materials and activities for the development of understanding and skills in the following subjects:

- Mathematics (arithmetic, algebra, and geometry);
- Science (natural sciences, physical sciences, and environmental sciences);
- Language arts (including phonics, spelling, grammar, sentence analysis, foreign language, creative and expository writing, and literature);
- Social sciences (history, civics, economics, anthropology, sociology, geography);
- Cultural life (music, drama, and visual arts); and
- Physical education and health.

The integrated curriculum encourages children to make connections between topics—such as scientific discovery and historical context—and to put their educational skills to use. In the process, the child engages language, arts, and communications skills to document and share her findings.

In this way, the child guides the path of his/her learning by engaging special interests and his/her own learning style. The Montessori teacher functions as a critical resource in this process, always ensuring that the child’s research and findings are valued and teaching the lesson that we live in an evolving universe where growth, development, and adaptation are essential for existence. The Montessori classroom is rich with resources to stimulate the child to explore deeper in order to understand their world more clearly—cultivating lifelong learning skills.

2. MONTESSORI AND THE COMMON CORE STATE STANDARDS

CCSS complements Montessori philosophy seamlessly. Both empower students to:

- Demonstrate independence
- Build strong content knowledge across a wide range of subject matter
- Gain the ability to comprehend and apply knowledge
- Value evidence
- Understand other perspectives and cultures

RMCS utilizes an aligned curriculum of the Montessori pedagogy and curriculum with CCSS and reviews frequently to ensure alignment to CCSS and encourage individual student achievement. Leveled and cross-leveled teams of teachers represent all grade levels to work together in reviewing, sharing best practice, and revising the aligned curriculum as necessary.

Faculty use a computerized CCSS-aligned Montessori record-keeping system schoolwide that identifies standards to be addressed at each specific grade level through Montessori and supplemental curriculum.

3. CORE ACADEMICS

Language Arts

Reading and Language are essential for all areas of learning. Children begin learning phonetically through tactile materials, auditory repetition, and visual identification. Then they progress into

reading and working independently through materials that give direction to their individualized program and to individual research. Reading and language are integral parts of all cultural lessons.

Writing is used in almost every academic experience. Printing and cursive are developed and students develop formal writing and composition skills.

Language Arts (speaking, writing, reading, grammar, literature, and poetry) and the Performing Arts (fine art, music, and dance) are regularly integrated into the larger curriculum, allowing many opportunities for practice and reinforcement. For example, a history lesson on Abraham Lincoln may involve a class play which is written, directed, performed, and discussed by the students, raising important issues of political risk or the social climate around the Civil War. Or a botany lesson may involve experimenting with varieties of peas in the school garden, understanding the genetics of snap peas, learning the history of Gregor Mendel and the discovery of genetics, and an art project illustrating the genetic linkages over generations.

At every step of the integrated academic curriculum, children engage actively with the material and with each other.

Mathematics

Basic Math facts (counting, addition, multiplication, subtraction, and division) are stressed and serve as a solid prerequisite for accomplishing the more-advanced math that follows: fractions, long multiplication and division, powers of numbers, system of numeration, squaring, cubing, and algebra.

Geometry is studied as it assists in the development of a creative capacity in the child. It is the foundation toward the construction of reality. This progression flows naturally from experience with tactile and concrete materials and children find abstract concepts more easily assimilated after such a concrete foundation.

Montessori materials for Mathematics (arithmetic, geometry, and algebra) continuously build on skills acquired at a concrete level, such as working with complex physical puzzles that concretely apply geometric principles. This continuous integrated curriculum allows the child to discover abstractions and their applications both in classroom math work (when studying geometry lessons) and in applying these concepts to other areas of study, such as chemistry or genetics.

RMCS curriculum specifically addresses the Mathematics objectives set forth in the CCSS, as required.

4. MONTESSORI'S INTEGRATED CURRICULUM: THE COSMIC EDUCATION

Subjects such as History, Geography, and Science are included among the Integrated Montessori Cultural or Cosmic Lessons and are studied as interrelated aspects of the same world.

The integrated curriculum is the central guiding theme of Montessori education at the elementary level. The term “Cosmic Education” refers to the interrelatedness of humanity and the earth. It is both a philosophy and a guide for the development of an interdisciplinary curriculum.

The concept of cosmic education goes beyond the “bits and pieces” approach. It presents a comprehensive whole picture of the world—a world in which the child sees himself as being a part.

Lessons set out a macrocosmic framework into which all the concepts, values, and academic lessons are organized. The central theme is the concept of the order and interrelatedness of all elements of the cosmos. Dr. Montessori saw the grand scheme of the universe as not only awe-inspiring, but also as a great teaching tool.

Establishing the child’s understanding of and appreciation for the great cycles of nature—which maintain harmony and order while allowing for change and development—underscores Montessori’s core value of community stewardship. This theme of the evolutionary nature of the cosmos builds from the basic idea of interrelatedness and shows the significance of each element and species, its contribution to the whole, and the responsibility this implies.

The impact and magic of these first lessons, while telling a grand story and setting the stage for later work, is also designed to involve the child—giving him a sense of importance, place, and responsibility in his world. So, the academic lessons also fundamentally cultivate the child’s character.

History

The study of history starts prior to the dawn of life, with the development of the solar system, life on earth, the development of humans, early civilizations, and recorded history. The child sees the long development which preceded the arrival of humans and then the long labor of humankind to accomplish all that is here for us to enjoy today.

In general, curricular concepts are presented in an historical format—that is, they are presented in the order in which the concepts were developed by humankind. When possible, lessons are directly related to the person and era in which the concept, discovery, or invention emerged or occurred. Writing plays and acting out the drama of the discoveries, inventions and new concepts is an integral part of the curriculum. At every turn in the curriculum, students are active participants and the arts bolster the academic curriculum in creative and often unexpected ways.

Science

Science studies, including anatomy, physics, environmental studies, botany, and chemistry, are structured in such a way as to give the child a sense of classification so she can relate to the interrelated facts of the natural world. In fact, the system of classification approximates the order of evolution. The ultimate goal is to help the child cultivate an ecological view of life and a feeling of responsibility for the environment.

The first science experiments are designed to give the child the basic knowledge to understand the development of the solar system, the earth and its configurations, life on earth, and the needs of plants and animals. Although each individual life on earth (both plant and animal) seems to be selfishly fighting for its own survival, each takes only what it needs, and, in turn, makes its contributions to the ecological whole. The child sees these themes echoed in animal and plant communities in the classroom (such as the coexistence of various fish, snails, and corals) and in the outdoor classroom and garden (such as the co-dependence of fruiting trees on pollination by bees).

Throughout his/her scientific and historical education, the child sees the struggle of living communities to develop and maintain themselves and how this struggle benefits us today. The child begins to understand his/her role in the development of our living community, and cultivate the drive to understand it and the sense of responsibility to protect it.

Technology

Computer work, beginning with keyboarding skills, is initiated when children enter the elementary level. Computers are available in the classroom both to practice keyboard skills as well as for research, writing, editing, and publishing. In accordance with Montessori philosophy, programs should be without “entertainment” aspects such as bells, whistles, rewards, or cartoon characters. For many individuals, keyboarding and computer skills are learned as a matter of course as children seek out the computer to help them achieve other curricular tasks.

Computer programs to reinforce Common Core State Standards math and language arts skills with leveled, increasingly challenging practice are also utilized. This provides students with opportunities to strengthen and to demonstrate skills learned in the Montessori classroom.

The computer is an increasingly central aspect of our work-life, our interconnectedness with other societies, and an ever-expanding window into the world. So, in the classroom, the computer is regarded as a useful tool rather than as a toy. The opportunities allowed by computer-use will drive children’s interest in its use. As Montessori observed, knowledge or skill practice does not have to be “sugar coated” in order to be attractive to children. Each Montessori classroom has several computers available for the children with word processing and internet research accessibility.

Outdoor Education

A primary focus of Montessori Education is to expose children to the natural world and guide them towards an appreciation of our natural world so that they recognize their unique role as stewards of the earth. RMCS emphasizes outdoor experiences and will provide extensive outdoor activities as an integral part of the learning environment. These opportunities may involve an outdoor classroom where larger experiments, art projects, and performances can occur and a school garden to compliment the science, environmental education, and nutrition curricula.

5. RESEARCH AND PROJECTS

Within the Montessori Method, opportunities for study and projects on various levels of thinking are essential, especially in the elementary years. While students within a class may be concerned with similar topics, they are given an independent choice in their methods of study and designs of projects.

Critical and creative-thinking skills are an integral link to the Montessori philosophy and curriculum.

6. PHYSICAL EDUCATION/HEALTH

Learning healthy habits and staying physically active is an important part of the curriculum at RMCS. RMCS offers an integrated weekly program of history, music, and movement through such lessons as learning the Virginia Reel through folk/square dance, sports such as soccer, and other athletic games and experiences such as running the mile and brain gym. Fifth graders participate in the Physical Fitness Test (PFT).

7. CHARACTER DEVELOPMENT AND PEACE EDUCATION

The human relations curriculum uses the theme of “Fundamental Needs” as its organizing concept. Through this perspective, the child sees that the needs of humans in all places on earth and throughout history are the same. Ignorance of this concept of basic equality can breed fear and prejudice. A primary goal of Montessori education is to help children learn to live in peace and harmony with all people and to establish an innate awareness that they are citizens of the world and stewards of their own communities.

To this end, world geography, international cultural studies, second languages, ethnically diverse classrooms, and world history are central to the Montessori curriculum. We want children to revere the dignity of the human spirit and to develop appreciation of differences in ability, in color, in culture, in beliefs, in thought, in ways of doing things, and in dress and physical appearance.

The Montessori Peace Curriculum strives to convey a deep understanding that all people share the same fundamental needs and tendencies and that difference arises simply from different ways of addressing those needs. When the child can see that the needs of humans are the same, then he can respect and appreciate the variety of ways in which those needs are met. With this understanding of our human community, open-mindedness flourishes.

Consequently, Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that enable them to become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as honesty, respect for self, others and property, morality (understanding what is right, legal, and ethical), responsibility, human dignity, empathy, justice, civility, courage, and concern for the common good. For example, RMCS encourages all students to participate in community service projects to learn the importance of giving back to their community.

RMCS believes in the dignity of all and that everyone, including students, families, and staff, should be treated with dignity and respect. We are striving for a great deal of diversity in the

families we will serve, and we will work to ensure that everyone feels welcome within our school. Differences are celebrated. Maria Montessori was an advocate of Peace Education—that study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, and beliefs, and to support students to be good citizens as well as progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, RMCS will not tolerate behavior by students, families, staff, or visitors, which is insulting, degrading or stereotyping of any race, religion, gender, gender identity or expression, disability, physical characteristics, ethnic group, sexual preference, age, or nationality.

8. GOALS, ACTIONS, AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also attached as an Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

D. Students Below/Above Grade Level,

English Learners & Students with Disabilities

1. SUPPORT FOR STUDENTS PERFORMING BELOW/ABOVE GRADE LEVEL

After initial evaluations at the onset of the school year with leveled programs and grade- and State Standards aligned, level-based assessments such as University of Oregon Easy Curriculum-Based Measurement Benchmarks aligned to Common Core Standards, the Los Angeles County Office of Education’s Assessment For The California Mathematics Standards, and Montessori Compass lesson performance tracking, baselines are established to inform instructional levels. Performance is tracked quarterly for all students. Students will also be identified through the results of SBAC

assessment, daily and weekly classroom assessments, and progress on ILPs, WWPs, and assignments. Support is offered within the classroom to all children not performing at present/enrollment grade level.

Brain-based research supports the concept that children develop at different levels. Montessori education addresses this research by providing each child with a solid foundation at his/her own pace, allowing each child to work on an individualized timeline that is appropriate, based on experience and mastery learning. Every child, regardless of ability, is continually challenged through the didactic kinesthetic experience.

In addition to the dedicated implementation of Montessori Methodology, the plan for low academic achievers includes a data-driven practice of one or more remediations and interventions. These include the availability of supplemental materials to teachers, an individualized and tailored plan for support, additional lessons in the classroom from the teacher, assistant, peers, and volunteers/tutors, conferences with the family and/or student to offer coordinated support, RTI participation, and Student Success Team meetings before and after two cycles of interventions have been attempted. Based on the outcomes of the interventions and meetings, the Student Success Team may consider investigating eligibility for Special Education accommodations and services or a Section 504 Plan.

2. PLAN FOR ENGLISH LEARNERS

English Learners will have full access to RMCS' educational program. The mixed-ages and social nature of the Montessori elementary classroom is a particularly conducive setting for practice and mainstreaming of students learning a second language. RMCS meets all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (RFEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. RMCS shall implement policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

a. Home Language Survey

The Home Language Survey (HLS) is administered upon a student's initial enrollment into RMCS. All students will be asked of their primary language with RMCS registration paperwork to ensure the HLS is completed.

b. English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

c. Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- 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 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 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 in 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.

d. English Learners and Core Instruction

River Montessori Charter School provides instruction to support English Learners in developing the skills needed to meet State Standards. Teachers working with ELs will possess the appropriate Crosscultural, Language, and Academic Development (“CLAD”), Bi-Lingual, Crosscultural, Language, and Academic Development (“BCLAD”), or Specially Designed Academic Instruction in English (“SDAIE”) certification as required. Teachers with CLAD, BCLAD, and/or SDAIE certifications share additional strategies for teaching EL students and assist with adapting Montessori materials for EL instruction.

The Montessori didactic materials allow students to work concretely with many concepts (especially geometry, arithmetic, and geography) while acquiring the English vocabulary to communicate those concepts. The on-going collaboration between students and teachers offers almost continuous opportunities to hear and speak English. The non-competitive school environment and low student-teacher ratio support the student when trying to communicate in a new language. Each identified student will have an ILP which includes a plan of English language support, which will be developed by the teacher, the student, and the parents.

e. Monitoring Progress and Reclassification Criteria

RMCS monitors its EL students’ progress using the standard assessments and the following procedures. RMCS teachers monitor EL students’ progress on an ongoing basis, using the student portfolio. Classroom instruction, grouping, and intervention is modified as appropriate based on the assessment results. Annually, EL students’ progress is monitored using assessment tools such as ELPAC and CAASPP. Based on these test results, other assessment data, student grades, and

teacher's recommendations, RMCS identifies those EL students who are eligible for reclassification. RMCS notifies parents via a written letter of the student's eligibility for reclassification and consults with parents regarding their opinion to the reclassification action. RMCS makes every effort to explain and include parents in the reclassification process, such as invitations to attend a Language Review Team (LRT) meeting and/or provision of information in the parents' native language. If parents do not wish to attend the LRT meeting, RMCS solicits a letter from the parents to contribute their opinion to this process. Parents receive a copy of all the forms generated in the reclassification process. RMCS monitors the progress of reclassified EL students for four calendar years following the students' reclassification.

f. Monitoring and Evaluation of Program Effectiveness

RMCS evaluates the effectiveness of its education program for ELs by:

- Adhering to RMCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

3. SERVING STUDENTS WITH DISABILITIES

Overview

RMCS complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), and Every Student Succeeds Act (ESSA-2016).

RMCS currently operates as a Local Education Agency ("LEA") for purposes of special education, pursuant to Education Code Section 47641(a), as a member of the El Dorado County Charter SELPA.

RMCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

RMCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits

of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by the Executive Director & Superintendent and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The Section 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the Section 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the Section 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the Section 504 team.

If the student is found by the Section 504 team to have a disability under Section 504, the Section 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the Section 504 Plan, the Section 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The Section 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All Section 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's Section 504 Plan. The site administrator will ensure that teachers include Section 504 Plans with lesson plans for short-term substitutes and that he/she review the Section 504 Plan with a long-term substitute. A copy of the Section 504 Plan shall be maintained in the student's file. Each student's Section 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

B. Services for Students under the IDEA

RMCS operates as its own LEA in the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

The following description regarding how special education and related services is provided and funded is included herein for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition. The specific manner in which special education and related services are provided and funded are set forth in a Memorandum of Understanding ("MOU") or similar, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all SELPA obligations or imposed by law.

Staffing

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff participate in SELPA in-service training relating to special education. The Charter School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School ensures that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School is responsible for the hiring,

training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School adopts and implements policies relating to all special education issues and referrals.

Identification and Referral

The Charter School has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Charter School obtains parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School arranges and notices the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School is responsible for having the following individuals in attendance at the IEP meetings: the Executive Director & Superintendent and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist,

and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School is responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School provides parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School also provides all home-school coordination and information exchange. The Charter School is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if

determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School adopts policies for responding to parental concerns or complaints related to special education services. The Charter School receives any concerns raised by parents and guardians regarding related services and rights.

The Charter School's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School represents itself at all SELPA meetings.

Funding

The Charter School is subject to the allocation plan of the SELPA.

The Montessori Approach to Children with Special Needs

One of the tenets of the Montessori approach is to integrate children with special needs into the learning environment. Contemporary inclusion is in agreement with the Montessori approach, which places emphasis on the benefits gained through involving children of different abilities and learning styles in the same environment.

Several studies and anecdotal data support the assertion that Montessori provides an exceptional learning environment for children with diverse learning abilities and needs. In the journal *Public School Montessorian* (Summer 2008), Tim Duax, the principal of the public MacDowell Montessori School, points out that students with special needs in the Montessori programs score higher than students in traditional public Milwaukee Public Schools (MPS). MacDowell Montessori School has twenty-eight percent of its current eighth grade students with special needs, yet the entire Montessori program's educational testing scores are still higher than their traditional public counterparts.

When the National Institutes of Health (NIH) was asked by Congress to study learning disabilities (LD), the research concentrated on reading disabilities because they constitute more than 80 percent of learning disabilities. Reading disability is clearly the most damaging in terms of an individual's school progress and adjustment, and occupational and vocational success (Lyon, 1998). In this study, Montessori methods demonstrated excellent results in teaching reading and writing to students with special needs.

Example: Montessori Success with Language Learners—Teaching Reading The National Institutes of Health ongoing study of learning disabilities (Montessori Life, Summer 2004) highlights the Montessori approach's success: "For individuals with language learning difference (dyslexia), [Montessori] seems to provide optimal educational practice." According to the NIH study, Montessori is successful in teaching dyslexics because it uses an "indirect approach," helping to build the necessary skills for reading and writing as opposed to simply giving children a pen and paper and asking them to write the letters of the alphabet. Rather, Montessori first provides materials to develop the fine motor coordination of the hand, such as exercises in practical life which require using the thumb, index, and middle finger to pick up small objects like the little knobs on the cylinder blocks or to color in the metal insets with a colored pencil. These seemingly unrelated activities help build digital dexterity for the fluid and automatic motion of writing later on.

According to the NIH study, "Montessori helps children to analyze the individual sounds and adds the visual, tactile and kinesthetic percepts of the written symbol as they listen to the sound. The kinesthetic sense is important because it is our strongest memory. Long words are segmented by syllables, followed by word building with the Movable Alphabet. Children who lack phonemic awareness and phonological processing will profit especially from this approach."

The NIH study stresses the benefits of Montessori's approach for children with learning disabilities, because these activities help the child convert visual symbols into a temporal auditory sequence. This process integrates "the functions of the two cerebral hemispheres (spatial and temporal) [which] is particularly difficult for the child with dyslexia."

Example: Montessori Success with Language Learners—Teaching Grammar The NIH study highlights how Montessori teaches grammar differently from a traditional approach. For children with reading difficulty, Montessori approaches grammar with the use of games at the elementary level. Instead of presenting the "rules of grammar" as abstract concepts, Montessori ties these rules to concrete activities and terms. For example, the parts of speech are given descriptive, not abstract, terms initially: the "naming words" (nouns); then "the little words" (articles); and "describing

words” (conjunctions); “placing words” (prepositions); the “doing words” (verbs and adverbs), and “person words” (pronouns).

As with other areas of Montessori curriculum, the child takes an active role in understanding the principles of grammar. For example, as elaborated in the journal *Montessori Life* (Summer 2004), in learning the function of the article, the child uses “a plastic box containing objects such as several marbles and erasers, and one spoon. A child is asked to take the spoon from the box. The teacher writes “spoon” on a slip of paper, which the child reads aloud and places the label with the object. The teacher writes “the” on a slip of paper, which the child reads places in front of the naming word, “spoon.” The teacher then asks the child for “the” marble.

Since there are several marbles in the box, the child will not know which one to select. The teacher explains that if she says “a” marble, the child can pick any of the marbles. The child takes a marble, the teacher makes labels for the noun and the article, and the child reads and places these with the object as before. Finally, the teacher asks for “the eraser.” There are several erasers in the box, and “a” eraser doesn’t sound right. The teacher then discusses the need to put a consonant between the two vowels. The article “an” is introduced and the correct labels are read aloud, written, and placed.”

“In this exercise the children have been directly taught the “little words” that go with the “naming words,” and when and why each of the little words are to be used. Each part of speech is taught with a variety of materials in similar fashion, but they aren’t called “parts of speech.

“The exercises are the indirect preparation for later sentence analysis, grammar, and composition, as well as direct instruction in the function of words. (Montessori, 1973).”

The NIH study relates the Montessori Method to children with special needs: “Dyslexic individuals require extra appropriate assistance to develop the phonological and orthographic processing skills that are necessary for reading and writing. The Montessori methods and materials address the language roots of reading:

- phonology and discrimination of the sound structure of language, including phonemes and syllables;
- syntax, the rules governing the sequential order of words in phrases and sentences;
- semantics, the meaning system attached to words and phrases as a result of experience in a variety of contexts; and
- pragmatics, the use of language in different contexts or situations.

All of these depend on short- and long-term memory, which are strengthened by the utilization of all the senses in learning. For individuals with language learning difference (dyslexia), this seems to provide optimal educational practice.” (*Montessori Life*, Summer 2004).

Why is Montessori Successful with Children with Special Needs?

Children who have early Montessori training are more likely to have their exceptional gifts and challenges identified because of the Individualized Learning Plan. Furthermore, as Tim Duax

points out in his article in the Milwaukee Journal (April 27, 2008), “these results are not magical; they are in fact replicable.”

Duax states that several characteristics of Montessori educational system stand out in helping children with various needs excel:

- the multi-age class with low student turnover and lasting relationships with teachers;
- comprehensive staff development and accountability;
- the prepared Montessori environment with its characteristics of high-performing classrooms; and
- the Individualized Learning Plan.

Montessori teachers are ready to work with children with special needs because the Montessori approach focuses on the individual learner and provides a carefully prepared environment which allows children to learn and progress at their own rate and according to their own capacities. As such, attending to children with special needs becomes something which can be addressed within the normal classroom agenda. This makes the Montessori approach ideal for working with that “special child” because, in fact, all children are considered unique and are encouraged accordingly.

Integrating children with special needs into learning groups and the social interactions of the class is considered a benefit to all children in the class, who learn to interact respectfully and considerately with others and learn to acknowledge our inevitable differences and, importantly, find our underlying similarities.

One of the tenets of the Montessori approach is to integrate special needs children (both gifted and challenged) into the learning environment. Contemporary “mainstreaming” is in agreement with the Montessori approach, which places emphasis on the benefits gained through involving children of different abilities and learning styles in the same environment. Anecdotal data supports the assertion that children who have early Montessori training are more likely to have their exceptional gifts and challenges identified and an environment for nurturing these gifts and challenges provided.

Montessori teachers are equipped to deal with exceptional children in the context of the classroom flow. The Montessori approach focuses on the individual learner and provides a carefully prepared environment, which allows children to learn and progress at their own rate and according to their own capacities. As such, it makes dealing with exceptional learners something that can be addressed within the normal classroom agenda. This makes the Montessori approach ideal for dealing with the “special” child because in fact all children are special and are dealt with accordingly.

Finally, Montessori manipulatives and other materials are especially designed to support the many different learning styles and levels of students. The regular use of the materials is designed to encourage participatory learning that is multi-dimensional (visual, auditory, kinesthetic, as well as cognitive).

E. Logistics of the Education Program

1. MINUTES OF INSTRUCTION

River Montessori Charter School complies with state requirements for charter schools for minimum annual minutes of instruction and currently offers 55,935 minutes of instruction per school year, with the required minimum 175 day school calendar. RMCS expects that students will attend school on a daily basis, unless ill. Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

	Minutes Required	Actual Minutes	Days
TK-K	36,000	55,935	175
Grade 1-3	50,400	55,935	175
Grade 4-6	54,000	55,935	175

2. SCHOOL DAY

RMCS will be in session Monday through Friday. The day begins at 8:15 AM and runs through 3:00 PM, Monday through Thursday (405 minutes per day). Fridays begin at 8:15 AM and end at 12:00 PM (225 minutes per day). Lunch/recess will last 60 minutes in the middle of the day. The school day is established and approved on an annual basis by the RMCS Board and is subject to change.

3. CALENDAR

RMCS follows a year-round schedule. The school calendar is established and approved on an annual basis by the RMCS Board and is subject to change.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND
ELEMENT 3: METHODS OF MEASUREMENT**

Governing Law: The measurable pupil outcomes are identified as follows for use by the charter school. “Pupil outcomes,” for the purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

—Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

—Education Code Section 47605(b)(5)(C)

A. State Required Measurements

RMCS complies with all State of California standards in Language Arts, Mathematics, Science, Social Sciences, and Physical Education.

RMCS meets all statewide standards and conducts pupil assessment as required pursuant to Education Code Section 60605(c)(1) and any other statewide standards authorized in statutes and applicable to pupils in charter schools.

1. RMCS OUTCOMES THAT ALIGN WITH STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups: [Optional: list current student subgroups]. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also attached as an Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and

corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

2. CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

Tests are administered at RMCS in accordance with state guidelines for charter schools.

- Smarter Balanced Assessment Consortium (SBAC) - CAASPP
- California Alternate Assessments (CAAs)
- California Science Test (CAST) and CAA for Science
- California Spanish Assessments (CSAs)

3. ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

Three purposes for the ELPAC are specified in state law (see Education Code Section 60810(d)(1-3)), including:

- Identify pupils as limited English proficient,
- Determine the level of English language proficiency (ELP) who are limited English proficient, and
- Assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

River Montessori Charter School has the following ELPAC Goals:

- Identify pupils with limited English proficiency as early in their education as possible.
- Assist students with limited English proficiency in achieving their potential in learning the English language.

RMCS uses the scoring from the ELPAC to develop individual learning plans and to identify needed resources to support students academically while they learn in the English language.

ELPAC results will be reported in accordance with state requirements. Faculty, the administration, and the board review the school-wide results at least annually as part of the LCAP.

RMCS is able to annually offer reclassification to at least 10% of the EL identified students based on their classroom performance and testing outcomes.

4. PHYSICAL FITNESS TESTING (PFT)

While all students are engaged in a healthy physical fitness program, the PFT is administered to all 5th graders at RMCS. The scores from the PFT are used to identify areas of needed improvement in the physical education program.

The Physical Fitness Reports published by the CDE have limited data to protect confidentiality scores due to the number of students tested in 2017 were 10 or less. The overall Healthy Fitness Zone for the 2018 cohort was 86% passed with 20 students tested, in 2017 was 75% passed with 9 students tested, in 2016 was 75% passed with 20 students tested, and in 2015 was 82% passed with 17 students tested. During the last four years of testing, 79% of the 5th grade students passed the overall expectations of the Healthy Fitness Zone.

5. ATTENDANCE

River Montessori Charter School is committed to promoting high attendance rates. Attendance is recorded daily and measured at a minimum quarterly and annually. Parents are notified in a timely manner of concerns for attendance and options for support.

Pupils with low attendance receive letters of inquiry and concern from administration and are identified quarterly, at a minimum, for early conferencing with parents or guardians. School-wide attendance is reported in LCAP?

B. Non State-Mandated Measurements

Our philosophy dictates that the accomplishment of performance outcomes is achieved by working to develop positive character traits in students while they learn. Montessori education integrates outcomes and the learning process. For example, independence is a behavior that is not separate from the process by which it is attained and practiced. Similarly, academic competence is the disposition to do things in certain ways, the ability to recall knowledge and the skills to enact appropriate academic procedures. Consequently, in addition to CCSS, RMCS will focus on developing several attributes of successful learners and positive character traits in our students.

For each of the School-wide Attributes of Successful Learners, which align seamlessly with CCSS, teachers report on each student's individual progress both in the biannual student-parent-teacher conference, and the quarterly written progress reports.

C. Montessori Methods of Student Evaluation

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress. Early in their educational career at RMCS, students learn self-assessment from the prepared environment of self-correcting materials and the examples/ modeling provided by the adult teaching staff. Self-assessment, self-reflection, and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students have experience from their earliest years that their learning is a partnership with their teachers and parents.

Teachers and students establish and agree upon daily, weekly, and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he or she moves through various time periods.

At any given time, a Montessori teacher knows precisely where a child is academically, developmentally, socially, and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, issues and concerns emerge and are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly structured program, parents are alerted quickly to any concerns throughout the year. Additionally, RMCS will provide formal documentation of the student’s progress quarterly. Progress reports will be shared biannually (in the Fall and the Spring), and parents/guardians receive end-of-term reports at the end of each school semester (January and June).

Portfolios

Portfolios are created with and by students as a celebration of completed work and accomplishment and cumulative record. Students prepare a self-evaluation of the selected work: what he or she accomplished, what he or she enjoyed the most, what he or she found most difficult, and what he or she would like to learn next.

Written evaluations

Teachers evaluate student’s level of academic mastery and behavior (personal development) once each semester.

Self-assessment

Students reflect on both long and short-term planning of organizational and study skills as well as behavior goals.

Informal Oral Exams

Students share current work with the teacher verbally. Teachers continuously solicit feedback and understanding from the children on every aspect of their work, progress, perspective, and analysis.

Demonstration of Mastery by Peer Teaching

By guiding and advising each other and sharing what they have learned, students in a Montessori classroom reinforce their knowledge through teaching.

Formal Presentations of Projects and Reports

Teachers expect group and individual presentations of projects and reports in the Montessori classroom. Teachers evaluate the students’ level of understanding of the topic through these

formal presentations.

Ongoing Teacher Observation

A core tenet of the Montessori philosophy includes daily comprehensive observation. These observations go beyond work choices and performance. The teacher records notes on the student's level of independence, coordination, organization, and concentration, as well as all areas of development, understanding of work, and success in managing student and community responsibilities.

Rubrics

A rubric uses descriptors explaining what is and is not present in the work. With these descriptors, the learner knows exactly how to improve his/her score on an assignment or project.

D. Reporting

1. PARTNERSHIP MEETINGS: STUDENT, PARENT, TEACHER CONFERENCES

Conducted twice annually and on an as-needed basis, Partnership Meetings, are led by students, allowing students to take responsibility for their accomplishments, achievement, successes, areas of growth, and goals.

Students, parents, and teachers review work through cumulative student learning and record books, portfolios, self-assessments, and teacher's assessments of the student's progress based on the student's Individual Learning Plan. The ILP is then revised to reflect new goals, serving as a working document and framework for discussion and collaboration.

2. QUARTERLY PROGRESS REPORTS

Progress reports are developed and provided to parents or guardians each quarter. Reports reflect the aforementioned measurements.

3. LOCAL CONTROL AND ACCOUNTABILITY PLAN

Pursuant to Education Code Section 47606.5, RMCS will produce an update to its LCAP, which shall update the goals, annual actions, and outcomes to achieve the State Priorities, using the LCAP template adopted by the State Board of Education. RMCS shall submit the LCAP to the District and the Sonoma County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

—Education Code Section 47605(b)(5)(D)

A. Board of Directors

The RMCS Board of Directors governs all operations of the school, delegating day-to-day management to the administrative staff pursuant to its bylaws. RMCS shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and RMCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of RMCS, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RMCS, as long as the District has complied with all oversight responsibilities required by law. (See Appendices for the Articles of Incorporation, Bylaws, and Conflict of Interest Code.)

The RMCS Board of Directors shall be elected or selected in accordance with the corporate bylaws and will be responsible for ensuring that the school is run in compliance with its Charter, all applicable state and federal laws, and that the school is financially viable. The Board of Directors consists of three to eleven members of no more than 50% parents, and at least 50% community representatives, ideally, including a Montessorian and a founder. The District may appoint one representative as a Director in accordance with Education Code Section 47604(b). Parents of the students enrolled at the school shall elect the parent directors, as described in the Bylaws. The Board elects community representative Directors. The Board elects officers in accordance with the Bylaws.

Community representatives will serve two-year terms. Parent members will serve three-year terms. Members are eligible for re-election. A Director's "term" starts the day that member is voted onto the Board. No RMCS employees shall serve on the Board. RMCS shall comply with Government Code 1090, et seq.

The school maintains a Conflict of Interest Code, which complies with the Political Reform Act. (See Appendix). Each member of the Board of Directors completes the Statement of Economic Interests (Form 700) annually, upon assuming office, and upon leaving office.

The RMCS Board of Directors may execute any powers delegated by law to it and consistent with its purpose of operating the charter school, shall discharge any duty imposed by law upon it, and may delegate to an officer or employee of River Montessori Charter School some duties pursuant to its bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board of Directors has ultimate control and responsibility, in accordance with the bylaws, for all policy making and short- and long-range facility planning.

The Directors will be responsible for carrying out Board Responsibilities including, but not limited to, the following:

- The general policies of the school;
- Approval and monitoring of the school's annual budget;
- Receipt of funds for the operation of the school in accordance with the charter school laws;
- Solicitation and receipt of grants, donations consistent with the mission of the school;
- Hiring and evaluating the Executive Director & Superintendent;
- Approving the school's personnel policies and monitoring the implementation of these policies by the Executive Director & Superintendent and/or duly constituted committees;
- Approval of contracts with outside entities or persons;
- Review and approval of requests for out of state or overnight field trips;
- Financial audit oversight;
- All matters related to charter approval, amendment, or revocation.

B. Board Meetings

The Board of Directors will meet generally once per month to review and act on its responsibilities. As long as a quorum exists as defined by the corporate bylaws, items voted on by the Board of Directors may be adopted with a simple majority of present members.

All decision making will be conducted in a collaborative, respectful, and creative manner. All meetings of the Board of Directors will be held in accordance with the Brown Act and are open to the public; minutes of such meetings are available on request. Occasionally it may be necessary to have closed sessions when issues of a confidential nature arise. Meetings held in closed session, pursuant to exceptions provided for in statute, and the content of those meetings are only available to members of the Board of Directors, except as provided for by the Brown Act.

C. Board Training

The Board of Directors participates regularly in professional development and training regarding board governance, the Brown Act, and conflicts of interest rules through various conferences, workshops, law firms, charter organizations, and training sessions at Board meetings.

A diverse and representative Board of Directors is sought to maintain successful oversight of the school. Positions are advertised to the community, potential members are invited to meetings and provided with an informational packet regarding board member responsibilities. New Board members are welcomed with a thorough training binder and provided support as necessary by the Board president or board development committee.

D. Executive Director & Superintendent

The Executive Director & Superintendent is the leader of the Charter School. The Executive Director & Superintendent ensures that the curriculum is implemented in order to maximize

student-learning experiences. The Executive Director & Superintendent reports directly to the RMCS Board of Directors, and s/he is responsible for the orderly operation of RMCS and the supervision of all employees at RMCS.

The Executive Director & Superintendent shall perform assigned tasks as directed by the RMCS Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and hire employees, conduct evaluations, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of
- Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage the development of school LCAP and SARC;
- Manage CBO and the presentation of independent fiscal audits to the Charter School Board of Directors and after review by the Board of Directors, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

E. Student, Parent, Teacher Leadership

Students, parents, and staff participate and collaborate with RMCS through direct partnerships and meetings as well as through the River Montessori Foundation (RMF) which assists the school in welcoming and encouraging parent involvement in school activities, fundraising, and advising the RMCS Board of Directors on any and all matters related to the strengthening of the RMCS community. Parent participation plays a vital role in the effectiveness of our program.

F. Parent Involvement in Governance

In addition to maintaining a minimum of three parent participants on the Board of Directors and the parent participation in the RMF, parents are strongly encouraged to contribute by participating and volunteering. RMCS maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from RMCS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation. The Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school.
—Education Code Section 47605(b)(5)(E)

A. Qualification of School Employees

RMCS recruits qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities who reflect the ethnic and racial demographic of the student body. RMCS focuses on teacher leadership through professional development, team building, collaborative decision-making, and addressing the strengths of the school community through multiple intelligences. RMCS staff members are committed to the collaborative building of a comprehensive Montessori school program, which strives to achieve state standards through Montessori education.

Offers of employment are extended contingent upon successful completion of a criminal background check through the Department of Justice and a background/reference check. In addition, staff will possess First Aid/CPR Certification and current TB testing.

1. EXECUTIVE DIRECTOR & SUPERINTENDENT

The Executive Director & Superintendent is responsible for the administration of the school in all aspects of its day-to-day operations. He or she will work with the Board of Directors, the District, students, parents, and community members, and other governing bodies specified by local and state law.

a. Areas of Responsibility

The Executive Director & Superintendent's major areas of responsibility include but are not limited to:

- Understanding and promoting the school's Montessori vision, mission, and goals to students, parents, and community;
- Working with the community of administrators, teachers, parents, students, and board of directors, in articulating and maintaining the integrity and scope of the Montessori Method;
- Advising the Board and making recommendations to the board on Montessori methodology, programs, policies, budget, and other school matters;
- Attending Board meetings, committee meetings, and any other meetings relevant to directing RMCS;
- Preparing for all Board meetings, after consultation with the Board's chairperson;
- Providing reports to the Board on progress, programs, and problems of school operations;
- Interpreting the needs of the charter school to the Board and policies of the Board to school and community members;
- Informing and enlisting the support and understanding of the public;
- Interpreting educational programs and their results to the community;
- Oversight of acquisition, safety, and use of all school sites;

- Maintaining relationships beneficial to the school with local and state public leaders;
- Development and implementation of school policies;
- Determination of staffing needs and appointment of staff as necessary;
- Oversight of all legal issues related to operation of charter school;
- Hiring, assigning, transferring, evaluating, promoting and disciplining of staff;
- Delegating and defining duties of staff;
- Entering and terminating contracts as a designee of the Board on behalf of the charter school;
- Supervising and evaluating the Montessori and state required instructional program;
- Implementing policy and philosophical directions established by the Board;
- Developing and implementing short and long-range planning;
- Strategic planning for charter school;
- Acting as liaison between the Charter School and the District.

b. Requirements of Employment

Required and Ideal Qualifications, Executive Director & Superintendent

<i>Required</i>	<i>Ideal</i>
Baccalaureate Degree	Master's degree or PhD
Montessori Credential from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program	Montessori Credentials at all Developmental Levels from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program Experience Leading in a Montessori Classroom
Current First Aid/CPR	Same
Appropriate administrative experience	Plus, administrative experience in both the public and private sectors
Effective Communication Skills	Plus, Spanish fluency and/or multilingual
Effective Leadership and Management Skills	Plus, Montessori Administration Certificate/Credential

Required and Ideal Qualifications, Chief Business Officer

<i>Required</i>	<i>Ideal</i>
Baccalaureate Degree in Finance, Accounting, or similar	Master's degree or PhD
Accounting Experience	Public Accounting Experience, Public School Accounting or CBO Experience
Current First Aid/CPR	Same

Appropriate administrative experience	Plus, administrative experience in both the public and private sectors
Effective Communication Skills	Plus, Spanish fluency and/or multilingual
Effective Leadership and Management Skills	

2. CORE TEACHERS

All RMCS core teachers must hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, pursuant to Education Code Section 47605(1). He or she should also possess a Montessori teaching certification or be working towards the completion of a Montessori certification from an accredited Montessori program. Teachers working with ELs will possess the appropriate CLAD or equivalent certification within their multi-subject teaching credential and will have received SDAIE training prior to working with ELs. All credential/certification documentation will be maintained on file at RMCS and shall be subject to periodic inspection by the District.

The teacher serves as a facilitator and guide in the Montessori classroom and is responsible for the functioning of the learning environment and all aspects of its day-to-day operations. He or she works with the Executive Director & Superintendent, and as necessary, the Board of Directors, the District, students, parents, community members, and the other governing bodies specified by local and state law.

a. Areas of Responsibility

The Teacher's major areas of responsibility include but are not limited to:

- Understanding and promoting the school's Montessori vision, mission, and goals to students, parents, and community;
- Working with the community of administrators, teachers, parents, students, and board of directors, in articulating and maintaining the integrity and scope of the Montessori Method;
- Preparing the Montessori classroom environment to meet the students' needs and interests;
- Presenting consistent Montessori individual and group lessons to the students and supporting each child's direction and success;
- Meeting regularly with students to work with them in assessing their own success and facilitating an individual path of progress;
- Working with students of varying abilities assigned to the classroom, including those with learning difficulties as diagnosed, as well as attending meetings to support children who require it;
- Maintaining student records, reports, evaluations, inventories, and tests;
- Participating in field trips and overnights;
- Attending Board meetings, committee meetings, and any other meetings relevant to teaching at RMCS as necessary;
- Continuing professional development and participating in recommended conferences, training programs, courses, and other areas of professional growth.

b. Requirements of Employment

Required and Ideal Qualifications, Core Teacher

<i>Required</i>	<i>Ideal</i>
Baccalaureate Degree	Master's degree or PhD
Montessori Credential from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program or working toward this credential for current teaching placement.	Montessori Credentials at all Developmental Levels from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program
Appropriate CTC certificate or permit pursuant to Ed.Code Section 47605(1).	Same
Montessori Classroom Experience.	Teaching experience in a public, Montessori Charter School.
CLAD or equivalent certification as legally required to serve English Learners	Spanish fluency and/or multilingual.
Core academic subject competency in accordance with ESSA	Same
Current First Aid/CPR	Same

3. NON-CORE TEACHERS

Non-Core teachers are not required to hold credentials but must demonstrate subject matter knowledge and the ability to work well with children.

RMCS may employ or retain staff to provide instruction in any non-core subject, including but not limited to, the performing arts, foreign language, environmental education, and any other enrichment program which shall be understood to constitute a non-core subject.

4. EDUCATIONAL SPECIALIST & COORDINATOR OF STUDENT SERVICES

Required and Ideal Qualifications, Education Specialist & Coordinator of Student Services

<i>Required</i>	<i>Ideal</i>
Baccalaureate Degree	Master's degree or PhD
Exposure and familiarity with Montessori Pedagogy and willingness to embrace and integrate Montessori methodology	Montessori Credential from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program or working toward this credential for current teaching placement.
Appropriate CTC certificate or permit pursuant to Ed.Code Section 47605(1).	Administrative Leadership Credential or similar

CLAD or equivalent certification as legally required to serve English Learners	Spanish fluency and/or multilingual.
Core academic subject competency in accordance with ESSA	Same
Current First Aid/CPR	Same

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

—Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, RMCS maintains and implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Health and Safety procedures are incorporated as appropriate into the school's student and staff handbooks and reviewed and updated annually no later than March 1st for compliance with applicable California and Federal law. In response to the passage of AB 1747, RMCS is updating its health and safety procedures to ensure compliance by January 1, 2019, the effective date of the legislation. The following is a summary of the health and safety procedures of RMCS,

1. PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of RMCS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director/Principal of RMCS shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

The Charter School shall comply with child abuse reporting procedures consistent with Article 2.5 (commencing with Section 1164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

All employees are mandated child abuse and neglect reporters and follow all applicable training and reporting laws.

3. HEALTH

a. TB Testing

RMCS shall follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

b. Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

c. Medication in School

RMCS shall adhere to Education Code Section 49423 regarding administration of medication in school.

d. Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. RMCS shall adhere to Education Code Section 49450 et seq., as applicable to the grade levels served by the School.

e. Bloodborne Pathogens

RMCS meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The RMCS Board of Directors maintains a written plan “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

f. Drug Free/Smoke-Free Environment

The school shall maintain a drug, alcohol, and smoke-free environment.

4. SAFETY

a. Emergency Preparedness

RMCS adheres to an Emergency Preparedness Handbook, which contains disaster procedures, routine and emergency including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities of 1990 (42 U.S.C. Sec. 12101 et. seq.). The disaster procedures include, but are not limited to the following responses: fire, flood, earthquake, threats, hostage situation, and biological and chemical release.

An earthquake emergency procedure system shall be established that includes, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. This school building disaster plan shall be written in

alignment with any applicable direction provided by the California Department of Education.

2. A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that pupils and all employees are aware of, and properly trained in, the earthquake emergency procedure system.

RMCS shall allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. RMCS shall cooperate with the public agency in furnishing and maintaining the services as RMCS may deem necessary to meet the needs of the community.

b. CPR/First Aid

RMCS shall require all administrative and instructional staff receive training in emergency response, including “first responder” training, which includes First Aid and CPR.

c. Facility Safety and Safe Ingress and Egress from School

RMCS maintains a safe and orderly environment conducive to learning at the School. RMCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. RMCS shall be housed in facilities that have received fire marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. RMCS 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. RMCS shall conduct fire drills as required under Education Code Section 32001. RMCS procedures include a process which ensures safe ingress and egress of Students, parents/guardians, and school employees to and from school.

d. Tactical Responses to Criminal Incidents

RMCS maintains procedures, specific to the needs and context of RMCS, for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

e. Annual Site Evaluation for Safety

RMCS shall have an annual site safety evaluation.

f. Student Emergency Information

RMCS shall require that a current Emergency Information Card for each enrolled child is on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child. Parents will be informed of what to do in case of an emergency in the Student-Family Handbook.

5. COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

RMCS is committed to providing a school that is free from discrimination and 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, gender, gender identity, gender expression, or disability or any other characteristic described in Education Code Section 220. RMCS maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at RMCS (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 RMCS's discrimination and harassment policies.

6.MANDATORY RECOMMENDATIONS FOR EXPULSION AND NOTIFICATIONS TO TEACHERS

RMCS maintains a suspension and expulsion policy (see Element 10) which aligns with subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915. RMCS shall notify teachers when its pupils are suspended or expelled as required by Education Code Section 49079.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve 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.

—Education Code Section 47605(b)(5)(G)

RMCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association, including immigration status, with an individual who has any of the aforementioned characteristics).

RMCS recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the general population residing in the District. While RMCS cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), RMCS will implement a student recruitment strategy to achieve a racial and ethnic balance reflective of the territorial jurisdiction of the District to include but not limited to the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development and distribution of promotional and informational material and events that appeal to all of the various racial and ethnic groups represented in the District and the communities in which its sites are located, including Spanish and other language materials and translation as needed;
- The scheduling of open house nights, Montessori informational seminars, and prospective parent nights for parents and other activities during the school year where the community is invited in to learn about RMCS;
- The advertisement of outreach information and activities on its website and through community groups, agencies, news sources, and newsletters that serve the various racial, ethnic, and interest groups represented in the District;
- Volunteer community outreach workers who will be trained to discuss and explain RMCS and the Montessori philosophy in and other languages to local families.
- Review of outreach programs to consider improvements necessary to attract a broad base of applicants, and updated annually based upon the success and/or failures of the prior year.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).

—Education Code Section 47605(b)(5)(H)

Admission Policies and Procedures

1. STUDENT ADMISSION POLICIES AND PROCEDURES

The goal of River Montessori Charter School’s Admission policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the District. There shall be no admission criteria, testing or other evaluation required of any applicant. The Charter School shall not charge an application fee nor shall it charge tuition. RMCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220, including immigration status.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

RMCS is open to any student who resides in the state.

Students admitted to RMCS will be placed in the RMCS classroom that correlates with the grade level achieved at the former school. Upon transferring out of RMCS all student records will be sent to the student’s next school following a request to transfer from the parents and in accordance with legal requirements. The records will indicate which grade level the student attained.

a. RMCS Pre-Admission Procedure:

- 1) Parents may attend a pre-admission prospective parent meeting;
- 2) Parents may attend a pre-admission school observation;
- 3) Application to the school shall be completed and returned to the school no later than the deadline published for that school year.

b. RMCS Admission/Public Random Drawing Process:

- 1) Determine level size/configuration and capacity for the upcoming school year;
- 2) Host voluntary prospective parent meetings and school observations (attendance is

encouraged but not mandatory for admission);

3) Accept complete applications by date of deadline;

4) In accordance with Education Code Section 47605(d), if there are more applicants than capacity, enrollment, except for existing students of RMCS, for the open positions is determined by public random drawing utilizing the following admission preferences in the following order:

- i. Siblings of students admitted to or attending RMCS (residents of the District)
- ii. Siblings of students admitted to or attending RMCS (non-residents of the District)
- iii. Children of founding families (residents of the District; not to exceed 10% of school population combined with iv, below)
- iv. Children of founding families (non-residents of the District; not to exceed 10% of school population combined with iii, above)
- v. Children of staff and RMCS governing Board members (residents of the District; not to exceed 10% of school population combined with vi, below)
- vi. Children of staff and RMCS governing Board members (non-residents of the District; not to exceed 10% of school population combined with v, above)
- vii. All other District residents

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director & Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

If there are more applicants than available slots, the students not admitted through the lottery (based on the preferences listed above) will be placed on the wait list in the order in which they are drawn from the lottery. Applications received after the open enrollment deadline will be held in abeyance for subsequent lotteries, if needed.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the RMCS website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RMCS will also inform parents of all

applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

5) Notification of acceptance or placement on wait list is sent to families;

6) Parent Permissions and Volunteer Forms are signed and returned to the school along with the proper enrollment documentation, including authorization for RMCS to request and receive student records from schools the student has attended or is currently attending, completed Emergency Medical Information Form, Home Language Survey, Proof of Immunization, and proof of minimum age requirements.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which an annual, independent financial audit 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.

—Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of RMCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of RMCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The RMCS Board of Directors & Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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 annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board’s Finance committee reviews any audit exceptions or deficiencies and reports to the school’s Board of Directors with recommendations on how to resolve them. The Board reports to the District regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exception and deficiencies will be referred to the dispute resolution process included in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of RMCS is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.

The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

—Education Code Section 47605 (b)(5)(J)

Discipline Philosophy and Suspension and Expulsion Procedures

Montessori philosophy recognizes the importance of an orderly and safe environment as a cornerstone to the learning experience for children. Personal community values such as sharing, kindness, cleanliness, and personal responsibility as well as respect for self, others, and the environment are an integral part of the Montessori experience. As these values are continually modeled and reinforced, children need less and less correction over time.

However, if a student persistently has difficulty accepting the school's code of conduct or engages in dangerous behavior, parents, the student, and the Executive Director & Superintendent work together find appropriate solutions.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the

Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director & Superintendent's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him

or her of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent/guardian/educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate,

and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director & Superintendent or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director & Superintendent or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat,

even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director & Superintendent or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director & Superintendent or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director & Superintendent or the Executive Director & Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director & Superintendent or designee.

The conference may be omitted if the Executive Director & Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director & Superintendent or Executive Director & Superintendent's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director & Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's

suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director & Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

The Executive Director & Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director & Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director & Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director & Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall

review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in

the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director & Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security.

—Education Code Section 47605(b)(5)(K)

Employees at RMCS shall participate in the State Teachers' Retirement System ("STRS") and the federal social security system as applicable to the position. All certificated staff and qualified employees, including teachers, substitutes, and the Executive Director & Superintendent (if he or she meets eligibility requirements), will participate in STRS. All non-certificated staff and all employees not participating in STRS will participate in federal social security. RMCS shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Executive Director shall be responsible for ensuring arrangements are made for coverage and participation in STRS and federal social security, respectively.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

—Education Code Section 47605(b)(5)(L)

No student may be required to attend RMCS. Students who reside within the District who choose not to attend RMCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in RMCS will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in RMCS, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES

Governing Law: The rights of an 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.

—Education Code Section 47605(b)(5)(M)

No District employee shall be required to work at RMCS. Employees of the District who choose to leave the employment of the District to work at RMCS will have no automatic rights of return to the District after employment by RMCS unless specifically granted by the District through a leave of absence or other agreement. RMCS employees shall have any right upon leaving the District to work in RMCS that the District may specify, any rights of return to employment in a school district after employment in RMCS that the District may specify, and any other rights upon leaving employment to work in RMCS that the District determines to be reasonable and not in conflict with any law.

All employees of RMCS will be considered the exclusive employees of RMCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to RMCS. Employment by RMCS provides no rights of employment at any other entity, including any rights in the case of closure of RMCS.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

— California Education Code Section 47605(b)(5)(N)

A. Disputes between the District and the Charter School

The Montessori philosophy places high regard on positive and nonviolent communication for students, families, faculty, staff and volunteers. Guiding documents and supports are established and available for all stakeholders to find their needs met within a supportive and respectful community. RMCS attempts to communicate ethically and collaboratively and to resolve any misunderstandings or complaints at the lowest level possible. Should further support be necessary, disputes will be resolved in accordance with school complaint procedures and charter provisions.

The school and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

RMCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. RMCS is willing to consider changes to the process outlined below as suggested by the District.

RMCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between RMCS and the District, RMCS staff, employees and Board members of RMCS and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director & Superintendent of RMCS. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, RMCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director & Superintendent and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director & Superintendent of RMCS and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director & Superintendent shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director & Superintendent.

Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and RMCS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and RMCS.

B. Internal Disputes

All disputes involving the school shall be resolved by the school according to the school's own internal policies. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Any complaints/concerns received by the District about any aspect of the operation of RMCS or about RMCS shall be promptly forwarded by the District to the RMCS Executive Director & Superintendent.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

—Education Code Section 47605(b)(5)(O)

Closure of RMCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of RMCS, the District, the Sonoma County Office of Education, the SELPA, the retirement systems in which RMCS's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of RMCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close RMCS.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, RMCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. RMCS will ask the District to store original records of RMCS students. All student records of RMCS shall be transferred to the District upon RMCS closure. If the District will not or cannot store the records, RMCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, RMCS will prepare final financial records. RMCS will also have an independent audit completed within six months after closure. RMCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by RMCS and will be provided to the District promptly upon its completion. The final audit will include an accounting

of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RMCS.

RMCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of RMCS, all assets of RMCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending RMCS, remain the sole property of RMCS and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon RMCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, RMCS shall remain solely responsible for all liabilities arising from the operation of RMCS.

As RMCS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of RMCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, RMCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

—Education Code Section 47605(g)

A. Financial Statements & Reporting

1. CHARTER PETITION BUDGET

Budget documents are attached to this charter (See Appendix):

- Current Year Budget (Fiscal Year 2018-19)
- Multi-Year Budget Projections for three years of operation (Fiscal Years 2018-19 through 2021-22)
- * Current Year Budget and Multi-Year Budget Narrative and Assumptions
- * Monthly Cash Flow Projections for the Current Budget Year (Fiscal Year 2018-19) and succeeding three fiscal years, through 2021-22

These documents are based upon the best data available to RMCS at the time of renewal, including the projected number of enrolled students by grade span. The Current Year Budget demonstrates the planned revenues and expenditures for the current fiscal year 2018-19, beginning July 1, 2018 and ending June 30, 2019 and Multi-Year Projections for the three succeeding fiscal years through 2021-22. Cash flow projections are provided for all years showing revenues, expenditures, assets, liabilities, and monthly ending cash balances.

RMCS uses the following principles in the elaboration of its budget documents and its financial planning:

- Use of conservative revenue projections, while not understating liabilities and expenses
- Maintaining a reserve fund as required by laws applicable to charter schools
- Partnering with the River Montessori Foundation which is the primary fundraising arm of RMCS
- Long-term sustainability — RMCS will make decisions based on long-term financial projections
- Commitment to the presence of classroom assistants to support low classroom ratios
- Enthusiastic use of volunteers, to support credentialed faculty and trained staff
- Non-profit accounting according to generally accepted accounting principles (GAAP)

The RMCS Board of Directors, together with the Executive Director & Superintendent, shall regularly examine the budget and make projections for future budget years.

2. FINANCIAL REPORTING

The charter school shall provide reports to the Authorizer as follows, and may provide additional fiscal reports as requested by the Authorizer:

- a. By July 1 an adopted budget for the following fiscal year;
- b. By July 1, an annual update required pursuant to Education Code Section 47606.5.
- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31; Additionally, on December 15 a copy of the charter school's annual, independent financial audit report from the preceding year shall be delivered to the Authorizer, State Controller, State Department of Education, and County Superintendent of Schools;
- d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31;
- e. By September 15, a final unaudited report for the prior fiscal year. The report submitted to the Authorizer shall include an annual statement of all the charter school's receipts and expenditures for the preceding year.

3. AUDITS

An annual independent financial audit of the books and records of RMCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of RMCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The RMCS Board of Directors & Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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 annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board's Finance committee reviews any audit exceptions or deficiencies and reports to the school's Board of Directors with recommendations on how to resolve them. The Board reports to the District regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exception and deficiencies will be referred to the dispute resolution process included in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of RMCS is a public record to be provided to the public upon request.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided.

—Education Code Section 47605(g)

The Executive Director & Superintendent assumes the lead responsibility for administering the school under the policies adopted by the school’s Board of Directors. RMCS provide or procures its own administrative services, including but not limited to financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

C. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate.

—Education Code Section 47605(g)

RMCS is located at 3880 Cypress Drive Suite B Petaluma, CA 94954. Our current facility includes 7 classrooms of sufficient space for a Montessori learning environment, Special Education Classrooms/“Learning Center,” music room, before and after care room, multi-purpose room, kitchen, outdoor space for playground and garden, office space for school administration, as well as additional spaces for community/parent gathering, adequate parking, and room for student arrival and dismissal.

IMPACT ON THE AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the district.

—Education Code Section 47605(g)

A. Potential Civil Liability Effects

The following statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of RMCS on the District.

RMCS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. RMCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of RMCS.

Further, RMCS and the District shall enter into a memorandum of Understanding (“MOU”), wherein RMCS shall indemnify the District for the actions of RMCS under this charter.

The corporate bylaws of the RMCS Board of Directors provide for indemnification of the RMCS Board of Directors, officers, agents, and employees.

The Board of Directors of RMCS institutes appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff and participating families, and procedures governing financial transactions and dispute resolution.

B. Insurance

RMCS finances and maintains general liability insurance, Directors and Officers insurance, fidelity bonding to secure against financial risks, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Insurance amounts and coverage will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District Board of Education shall be named an additional insured on all policies of the Charter School. RMCS and the District shall agree upon the minimum required types and amounts of insurance within the memorandum of understanding

CONCLUSION

By approving this petition for charter renewal, the District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; to create new professional opportunities for teachers; and to provide parents and pupils with expanded choices in education as well as following the directive of law to encourage the creation of charter schools. RMCS is eager to work together with the District to set the highest standard for what an elementary school should and can be. To this end, RMCS pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of RMCS. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47607 and 47605 and applicable implementing regulations. The term of this renewal charter shall be July 1, 2019 through June 30, 2024.

So if I was going to sum it all up, I'd say my testimonial would be 1. My daughter loves school and makes her learning her own, takes pride in her work and can be creative. 2) She's actually learning. 3) Her teacher knows her and enjoys her 4) The culture that has been created within the walls of River allow for all of these things to happen. 5) Perhaps most importantly to me, the part of my daughter that wants to make the world a better place is cultivated, shared, and honored. She has been allowed to express an earnest and beautiful part of herself through her work at school. I am so grateful she gets to grow and learn in such an environment.

— Amy, Education Specialist & RMCS Parent

APPENDIX-

CAASPP Reports

River Montessori Charter School Articles of Incorporation, River Montessori Charter School Bylaws, and Conflicts Code

Three Year Budget & Cash Flow Reports

Alignments of Montessori Curriculum with CCSS

OAUSD Charter Renewal Protocol “Suggested Appendices List”

1. Renewal Performance Report
2. Transitional Assessment & Accountability Plan Notes
3. Local Control Accountability Plan (LCAP)
4. Backup for Performance Report Data
5. Financial Plan
6. Corporate Documents
7. Organizational Chart
8. Conflict of Interest Policy
9. Complaint Policy
10. Personnel Policy/Employee Handbook
11. Parent Handbook
12. Description and Forms for Evaluation of Senior Management, School Leaders, and Teachers
13. Site Safety Plans
14. Health, Wellness or Similar Plans and/or Policies
15. Recruitment or Outreach Plan for Student Enrollment
16. Facility Verification
17. Math and ELA Sample Pacing Guide
18. Instructional Framework/Plan for Instruction
19. Academic Calendar
20. Bell Schedule
21. List of Instructional Materials
22. Professional Development Plan & Calendar
23. Assessment Plan & Calendar
24. SST Process Description and/or Flowchart, Plus Sample Forms/Notices
25. English Learner Policy Including Reclassification Policy and Sample Forms/Notices
26. Bibliography of Research References Made in Petition

Percentage of Students who scored Met and/or Exceeded Proficiency
for English Language Arts and Math on the California SBAC

RMCS - ELA	2015	2016	2017	2018
3rd	52	38	38	54
4th	49	44	38	29
5th	58	48	43	68
6th	77	50	24	57
RMCS - Math	2015	2016	2017	2018
3rd	65	35	28	27
4th	41	47	38	12
5th	36	27	43	21
6th	50	17	24	43

OAUSD - ELA	2015	2016	2017	2018
3rd	37	47	47	45
4th	42	44	48	50
5th	44	50	48	52
6th	55	60	51	53
OAUSD - Math	2015	2016	2017	2018
3rd	37	63	53	59
4th	33	59	44	52
5th	22	52	34	33
6th	34	50	41	41

CA - ELA	2015	2016	2017	2018
3rd	38	43	44	48
4th	40	44	45	49
5th	44	49	47	49
6th	42	48	47	48
CA - Math	2015	2016	2017	2018
3rd	40	46	47	49
4th	35	38	40	43
5th	30	33	34	36
6th	32	35	36	37

above state RMCS = RiverMontessori Charter, data based on individual student scores
above OAUSD OAUSD = Old Adobe Union School District, data based on CDE published pe
above both CA = California Public Schools, data based on CDE published percentages

percentages



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

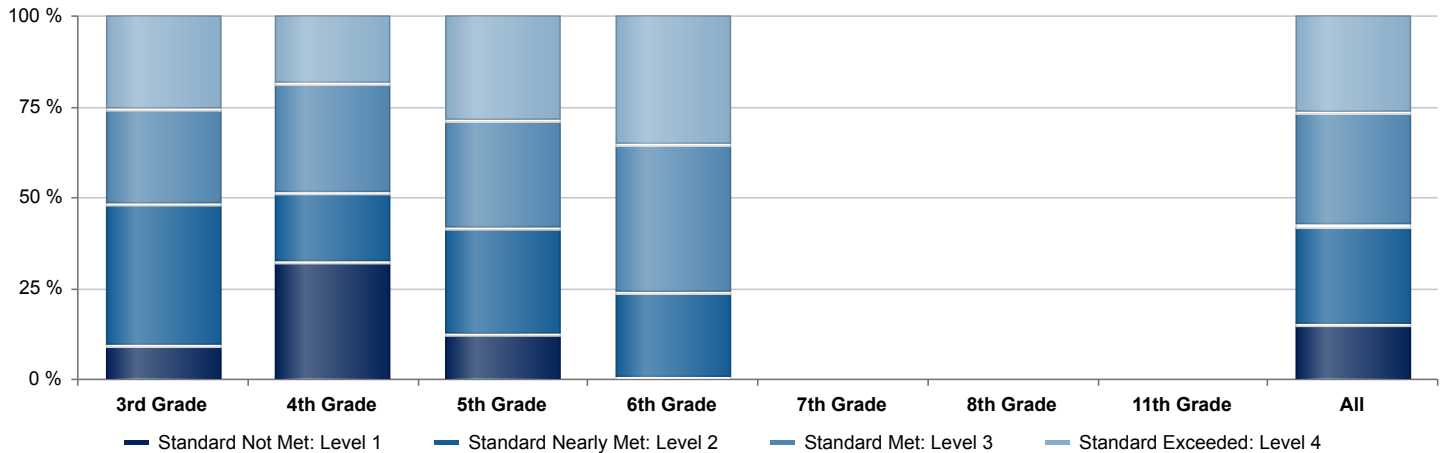
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⁱ	23	27	17	22	N/A	N/A	N/A	89
Number of Students With Scores ⁱ	23	27	17	22	N/A	N/A	N/A	89


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2439.6	2457.9	2540.2	2581.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	26 %	19 %	29 %	36 %	N/A	N/A	N/A	27 %
Standard Met: Level 3 ¹	26 %	30 %	29 %	41 %	N/A	N/A	N/A	31 %
Standard Nearly Met: Level 2 ¹	39 %	19 %	29 %	23 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 ¹	9 %	33 %	12 %	0 %	N/A	N/A	N/A	15 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	39 %	15 %	35 %	36 %	N/A	N/A	N/A	30 %
At or Near Standard ¹	43 %	63 %	35 %	41 %	N/A	N/A	N/A	47 %
Below Standard ¹	17 %	22 %	29 %	23 %	N/A	N/A	N/A	22 %


Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	27 %	26 %	18 %	55 %	N/A	N/A	N/A	32 %
At or Near Standard ¹	55 %	44 %	76 %	45 %	N/A	N/A	N/A	53 %
Below Standard ¹	18 %	30 %	6 %	0 %	N/A	N/A	N/A	15 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26 %	7 %	24 %	32 %	N/A	N/A	N/A	21 %
At or Near Standard ¹	70 %	81 %	53 %	68 %	N/A	N/A	N/A	70 %
Below Standard ¹	4 %	11 %	24 %	0 %	N/A	N/A	N/A	9 %

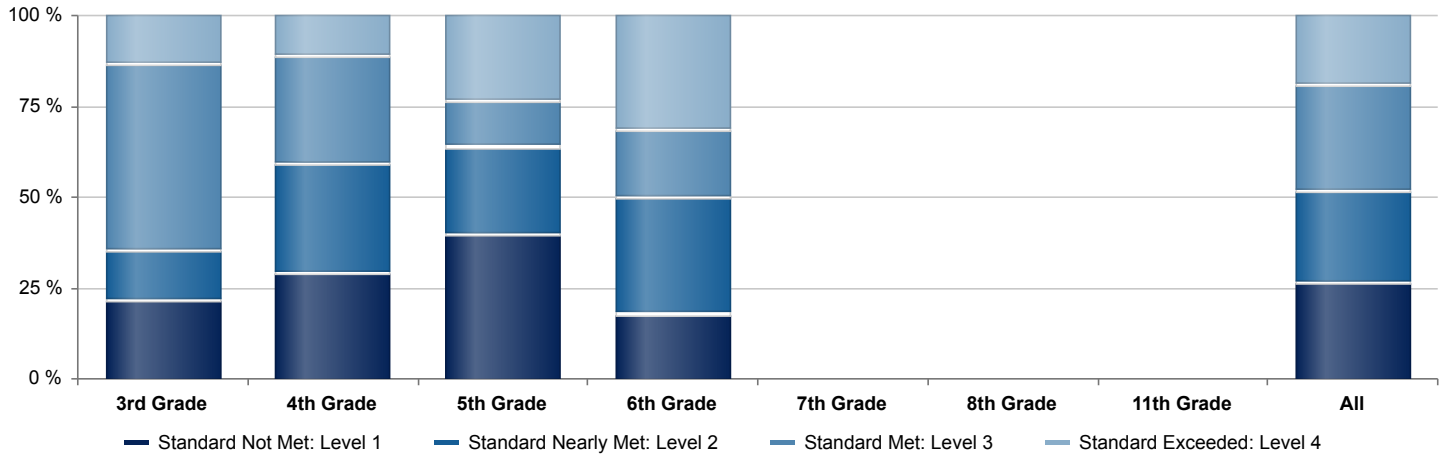
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	22 %	22 %	47 %	41 %	N/A	N/A	N/A	32 %
At or Near Standard ¹	48 %	61 %	47 %	45 %	N/A	N/A	N/A	51 %
Below Standard ¹	30 %	17 %	6 %	14 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⁱ	23	27	17	22	N/A	N/A	N/A	89
Number of Students With Scores ⁱ	23	27	17	22	N/A	N/A	N/A	89
Mean Scale Score	2440.9	2458.6	2497.3	2562.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	13 %	11 %	24 %	32 %	N/A	N/A	N/A	19 %
Standard Met: Level 3 ⁱ	52 %	30 %	12 %	18 %	N/A	N/A	N/A	29 %
Standard Nearly Met: Level 2 ⁱ	13 %	30 %	24 %	32 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 ⁱ	22 %	30 %	41 %	18 %	N/A	N/A	N/A	27 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	61 %	22 %	29 %	36 %	N/A	N/A	N/A	37 %
At or Near Standard ⁱ	13 %	30 %	29 %	36 %	N/A	N/A	N/A	27 %

Below Standard ⁱ	26 %	48 %	41 %	27 %	N/A	N/A	N/A	36 %
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PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁱ	48 %	26 %	12 %	23 %	N/A	N/A	N/A	28 %
	At or Near Standard ⁱ	26 %	44 %	53 %	68 %	N/A	N/A	N/A	47 %
	Below Standard ⁱ	26 %	30 %	35 %	9 %	N/A	N/A	N/A	25 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁱ	13 %	15 %	24 %	27 %	N/A	N/A	N/A	19 %
	At or Near Standard ⁱ	57 %	48 %	47 %	55 %	N/A	N/A	N/A	52 %
	Below Standard ⁱ	30 %	37 %	29 %	18 %	N/A	N/A	N/A	29 %

[Mathematics Area Achievement Level Descriptors](#)



[Return to Test Results Search](#)

[Print Report](#)

2016 CAASPP Test Results

River Montessori Elementary Charter School

All Students - California Standards Test Scores

County Name: Sonoma County
District Name: River Montessori Elementary Charter District
School Name: River Montessori Elementary Charter School
CDS Code: 49-70847-0119750

Total Enrollment - All Students: 21
Total Number Tested - All Students: 19
Total Students with Scores - All Students: 19

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.
An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	21	N/A	N/A	N/A	N/A	N/A	N/A

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	19	N/A	N/A	N/A	N/A	N/A	N/A
Students with Scores	N/A	N/A	N/A	19	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score	N/A	N/A	N/A	363.4	N/A	N/A	N/A	N/A	N/A	N/A
% Advanced	N/A	N/A	N/A	16 %	N/A	N/A	N/A	N/A	N/A	N/A
% Proficient	N/A	N/A	N/A	47 %	N/A	N/A	N/A	N/A	N/A	N/A
% Basic	N/A	N/A	N/A	26 %	N/A	N/A	N/A	N/A	N/A	N/A
% Below Basic	N/A	N/A	N/A	5 %	N/A	N/A	N/A	N/A	N/A	N/A
% Far Below Basic	N/A	N/A	N/A	5 %	N/A	N/A	N/A	N/A	N/A	N/A

California Department of Education

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[Print Report](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017
 Select Student Group: All Students (Default)
 Apply Selections

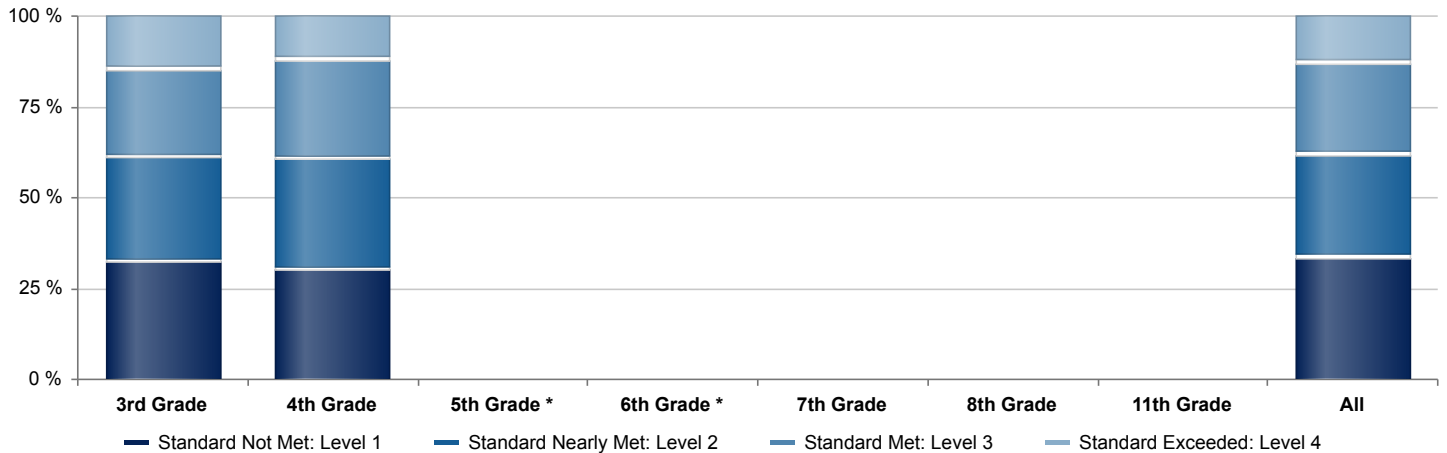
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	21	28	*	*	N/A	N/A	N/A	67
# of Students Tested ⁱ	21	26	*	*	N/A	N/A	N/A	64
# of Students With Scores ⁱ	21	26	*	*	N/A	N/A	N/A	64





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2408.7	2446.3	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	14.29 %	11.54 %	*	*	N/A	N/A	N/A	12.50 %
Standard Met: Level 3 	23.81 %	26.92 %	*	*	N/A	N/A	N/A	25.00 %
Standard Nearly Met: Level 2 	28.57 %	30.77 %	*	*	N/A	N/A	N/A	28.13 %
Standard Not Met: Level 1 	33.33 %	30.77 %	*	*	N/A	N/A	N/A	34.38 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	9.52 %	19.23 %	*	*	N/A	N/A	N/A	15.63 %
	Near Standard 	52.38 %	57.69 %	*	*	N/A	N/A	N/A	56.25 %
	Below Standard 	38.10 %	23.08 %	*	*	N/A	N/A	N/A	28.13 %





WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	9.52 %	7.69 %	*	*	N/A	N/A	N/A	10.94 %
	Near Standard 	66.67 %	61.54 %	*	*	N/A	N/A	N/A	59.38 %
	Below Standard 	23.81 %	30.77 %	*	*	N/A	N/A	N/A	29.69 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	9.52 %	7.69 %	*	*	N/A	N/A	N/A	9.38 %
	Near Standard 	76.19 %	65.38 %	*	*	N/A	N/A	N/A	68.75 %
	Below Standard 	14.29 %	26.92 %	*	*	N/A	N/A	N/A	21.88 %

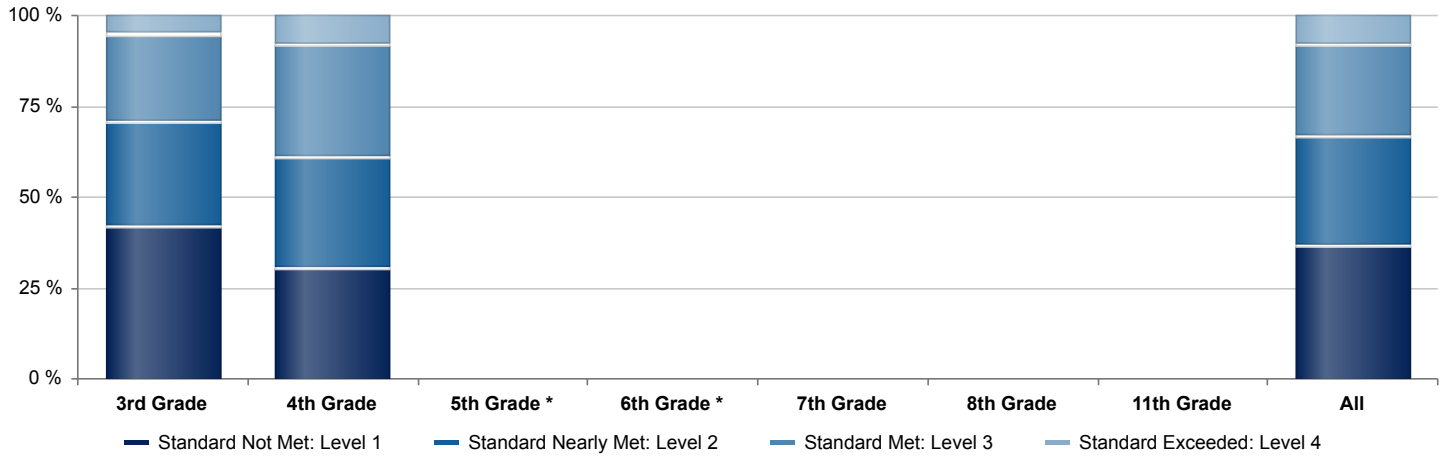
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	14.29 %	19.23 %	*	*	N/A	N/A	N/A	18.75 %
	Near Standard 	57.14 %	57.69 %	*	*	N/A	N/A	N/A	51.56 %
	Below Standard 	28.57 %	23.08 %	*	*	N/A	N/A	N/A	29.69 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	21	28	*	*	N/A	N/A	N/A	67
# of Students Tested ⓘ	21	26	*	*	N/A	N/A	N/A	64
# of Students With Scores ⓘ	21	26	*	*	N/A	N/A	N/A	64
Mean Scale Score	2391.6	2447.6	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	4.76 %	7.69 %	*	*	N/A	N/A	N/A	7.81 %
Standard Met: Level 3 ⓘ	23.81 %	30.77 %	*	*	N/A	N/A	N/A	25.00 %
Standard Nearly Met: Level 2 ⓘ	28.57 %	30.77 %	*	*	N/A	N/A	N/A	29.69 %
Standard Not Met: Level 1 ⓘ	42.86 %	30.77 %	*	*	N/A	N/A	N/A	37.50 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	9.52 %	15.38 %	*	*	N/A	N/A	N/A	14.06 %
Near Standard ⓘ	33.33 %	38.46 %	*	*	N/A	N/A	N/A	35.94 %

Below Standard ¹	57.14 %	46.15 %	*	*	N/A	N/A	N/A	50.00 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	4.76 %	11.54 %	*	*	N/A	N/A	N/A	12.50 %
	Near Standard ¹	66.67 %	53.85 %	*	*	N/A	N/A	N/A	51.56 %
	Below Standard ¹	28.57 %	34.62 %	*	*	N/A	N/A	N/A	35.94 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	14.29 %	19.23 %	*	*	N/A	N/A	N/A	15.63 %
	Near Standard ¹	57.14 %	57.69 %	*	*	N/A	N/A	N/A	51.56 %
	Below Standard ¹	28.57 %	23.08 %	*	*	N/A	N/A	N/A	32.81 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2018 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

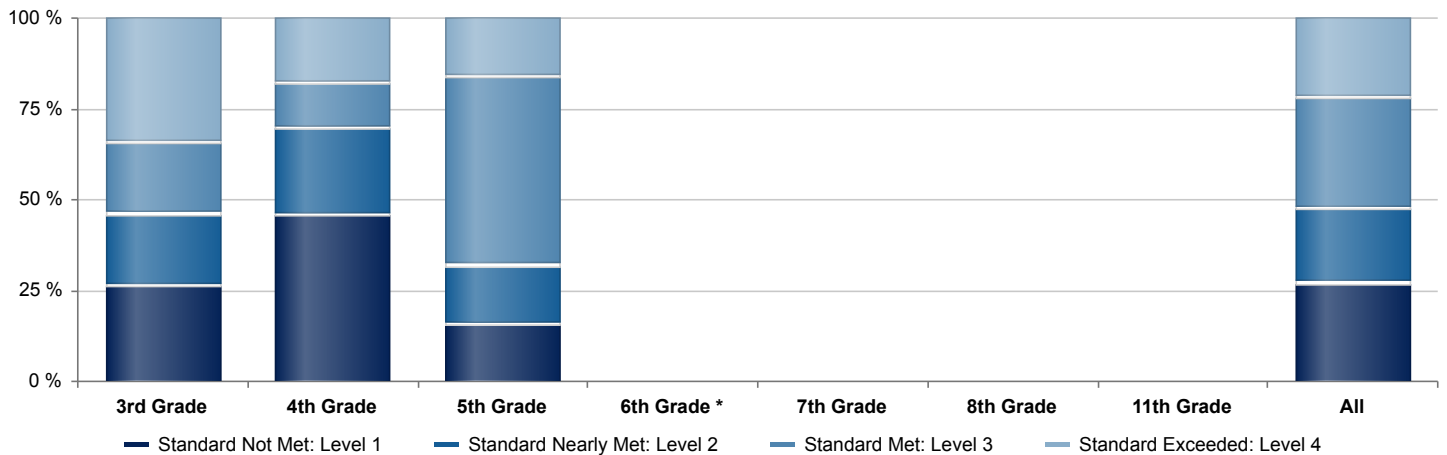
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	27	18	20	*	N/A	N/A	N/A	72
# of Students Tested ⁽ⁱ⁾	26	17	19	*	N/A	N/A	N/A	69
# of Students With Scores ⁽ⁱ⁾	26	17	19	*	N/A	N/A	N/A	69


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2429.3	2428.9	2511.8	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	34.62 %	17.65 %	15.79 %	*	N/A	N/A	N/A	21.74 %
Standard Met: Level 3 ¹	19.23 %	11.76 %	52.63 %	*	N/A	N/A	N/A	30.43 %
Standard Nearly Met: Level 2 ¹	19.23 %	23.53 %	15.79 %	*	N/A	N/A	N/A	20.29 %
Standard Not Met: Level 1 ¹	26.92 %	47.06 %	15.79 %	*	N/A	N/A	N/A	27.54 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	38.46 %	23.53 %	36.84 %	*	N/A	N/A	N/A	30.43 %
Near Standard ¹	30.77 %	23.53 %	47.37 %	*	N/A	N/A	N/A	39.13 %
Below Standard ¹	30.77 %	52.94 %	15.79 %	*	N/A	N/A	N/A	30.43 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.08 %	11.76 %	21.05 %	*	N/A	N/A	N/A	17.39 %
Near Standard ¹	46.15 %	29.41 %	63.16 %	*	N/A	N/A	N/A	47.83 %
Below Standard ¹	30.77 %	58.82 %	15.79 %	*	N/A	N/A	N/A	34.78 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.92 %	23.53 %	10.53 %	*	N/A	N/A	N/A	20.29 %
Near Standard ¹	50.00 %	47.06 %	68.42 %	*	N/A	N/A	N/A	56.52 %
Below Standard ¹	23.08 %	29.41 %	21.05 %	*	N/A	N/A	N/A	23.19 %

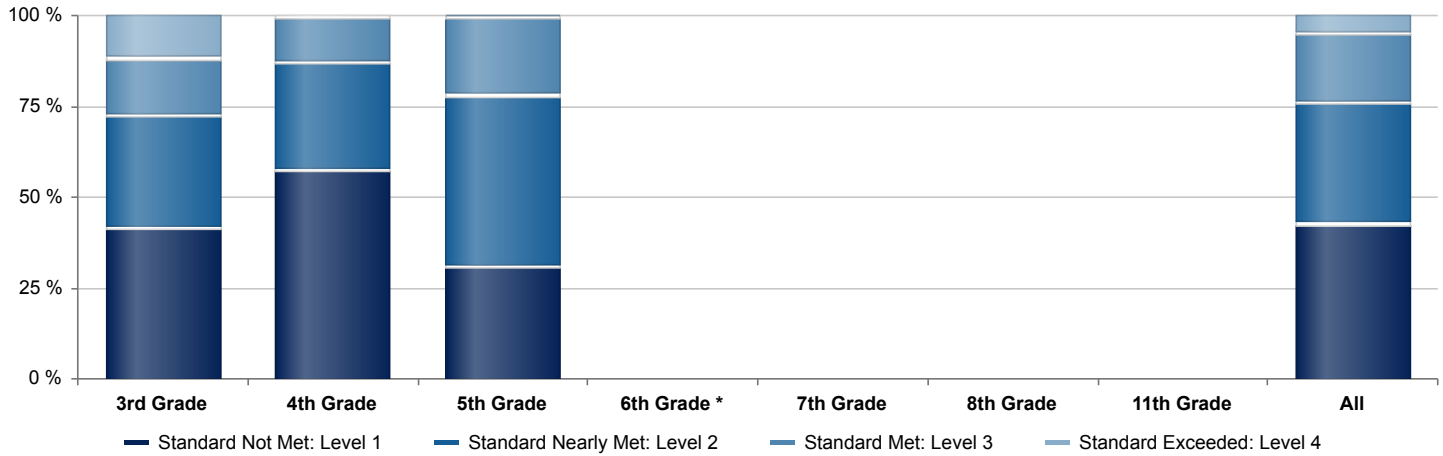
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.92 %	5.88 %	26.32 %	*	N/A	N/A	N/A	18.84 %
Near Standard ¹	42.31 %	76.47 %	57.89 %	*	N/A	N/A	N/A	59.42 %
Below Standard ¹	30.77 %	17.65 %	15.79 %	*	N/A	N/A	N/A	21.74 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	27	18	20	*	N/A	N/A	N/A	72
# of Students Tested ⓘ	26	17	19	*	N/A	N/A	N/A	69
# of Students With Scores ⓘ	26	17	19	*	N/A	N/A	N/A	69
Mean Scale Score	2388.3	2411.6	2459.9	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	11.54 %	0.00 %	0.00 %	*	N/A	N/A	N/A	4.35 %
Standard Met: Level 3 ⓘ	15.38 %	11.76 %	21.05 %	*	N/A	N/A	N/A	18.84 %
Standard Nearly Met: Level 2 ⓘ	30.77 %	29.41 %	47.37 %	*	N/A	N/A	N/A	33.33 %
Standard Not Met: Level 1 ⓘ	42.31 %	58.82 %	31.58 %	*	N/A	N/A	N/A	43.48 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	11.54 %	11.76 %	0.00 %	*	N/A	N/A	N/A	8.70 %
Near Standard ⓘ	46.15 %	5.88 %	31.58 %	*	N/A	N/A	N/A	28.99 %

Below Standard ¹	42.31 %	82.35 %	68.42 %	*	N/A	N/A	N/A	62.32 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	15.38 %	5.88 %	10.53 %	*	N/A	N/A	N/A	13.04 %
	Near Standard ¹	38.46 %	47.06 %	68.42 %	*	N/A	N/A	N/A	46.38 %
	Below Standard ¹	46.15 %	47.06 %	21.05 %	*	N/A	N/A	N/A	40.58 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	11.54 %	5.88 %	5.26 %	*	N/A	N/A	N/A	8.70 %
	Near Standard ¹	42.31 %	35.29 %	68.42 %	*	N/A	N/A	N/A	49.28 %
	Below Standard ¹	46.15 %	58.82 %	26.32 %	*	N/A	N/A	N/A	42.03 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

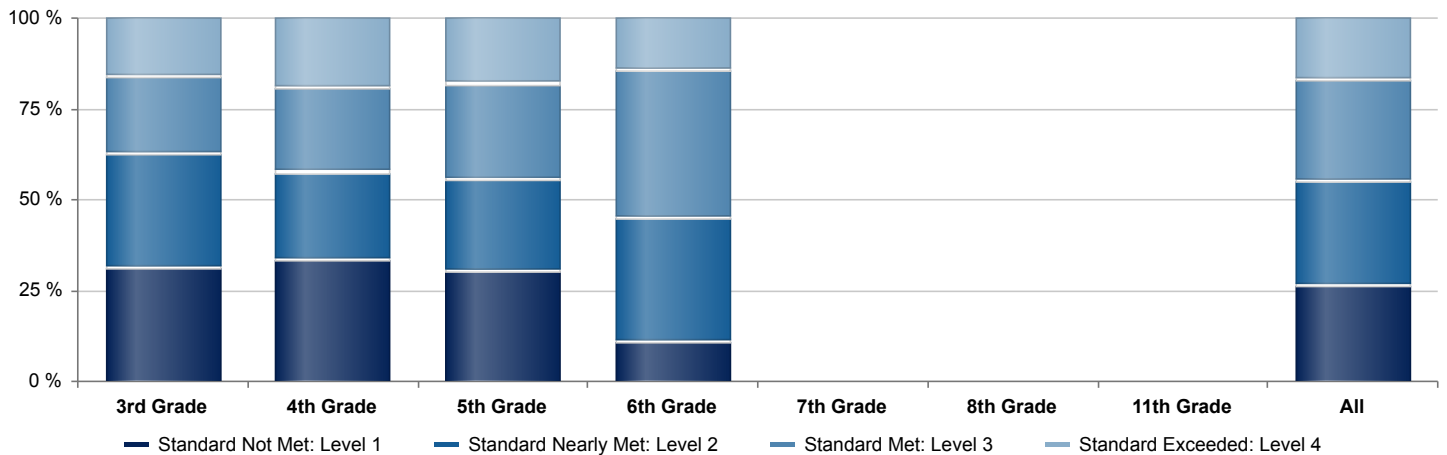
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	258	232	257	253	N/A	N/A	N/A	1,000
Number of Students Tested ⁱ	253	231	253	247	N/A	N/A	N/A	984
Number of Students With Scores ⁱ	253	217	246	247	N/A	N/A	N/A	963


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2406.3	2454.6	2489.8	2537.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	16 %	19 %	18 %	14 %	N/A	N/A	N/A	17 %
Standard Met: Level 3 ¹	21 %	23 %	26 %	41 %	N/A	N/A	N/A	28 %
Standard Nearly Met: Level 2 ¹	32 %	24 %	25 %	34 %	N/A	N/A	N/A	29 %
Standard Not Met: Level 1 ¹	32 %	34 %	31 %	11 %	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14 %	18 %	19 %	15 %	N/A	N/A	N/A	17 %
At or Near Standard ¹	44 %	49 %	46 %	62 %	N/A	N/A	N/A	50 %
Below Standard ¹	42 %	33 %	35 %	23 %	N/A	N/A	N/A	33 %


Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	19 %	19 %	23 %	25 %	N/A	N/A	N/A	22 %
At or Near Standard ¹	45 %	50 %	47 %	60 %	N/A	N/A	N/A	50 %
Below Standard ¹	37 %	31 %	30 %	15 %	N/A	N/A	N/A	28 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	16 %	13 %	18 %	N/A	N/A	N/A	15 %
At or Near Standard ¹	66 %	61 %	64 %	71 %	N/A	N/A	N/A	66 %
Below Standard ¹	19 %	23 %	24 %	11 %	N/A	N/A	N/A	19 %

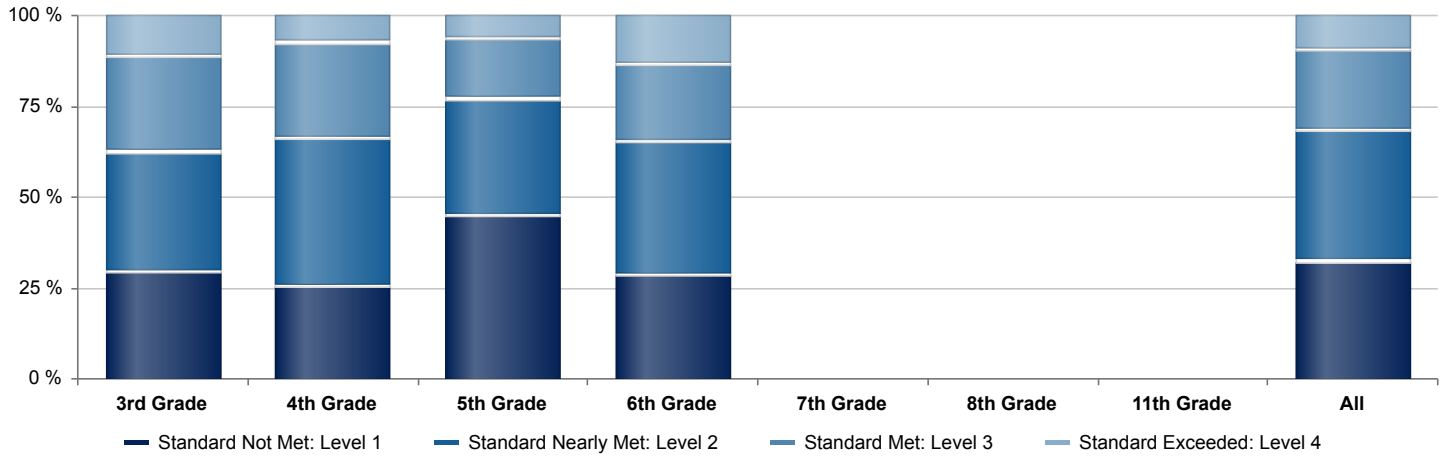
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	16 %	23 %	20 %	N/A	N/A	N/A	19 %
At or Near Standard ¹	50 %	59 %	61 %	68 %	N/A	N/A	N/A	59 %
Below Standard ¹	32 %	25 %	16 %	12 %	N/A	N/A	N/A	21 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	258	232	257	253	N/A	N/A	N/A	1,000
Number of Students Tested ⁱ	253	231	254	247	N/A	N/A	N/A	985
Number of Students With Scores ⁱ	253	217	247	247	N/A	N/A	N/A	964
Mean Scale Score	2414.3	2455.2	2464.2	2511.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	11 %	7 %	6 %	13 %	N/A	N/A	N/A	9 %
Standard Met: Level 3 ⁱ	26 %	26 %	16 %	21 %	N/A	N/A	N/A	22 %
Standard Nearly Met: Level 2 ⁱ	33 %	41 %	32 %	37 %	N/A	N/A	N/A	36 %
Standard Not Met: Level 1 ⁱ	30 %	26 %	46 %	29 %	N/A	N/A	N/A	33 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	19 %	15 %	9 %	17 %	N/A	N/A	N/A	15 %
At or Near Standard ⁱ	38 %	44 %	32 %	38 %	N/A	N/A	N/A	38 %

	Below Standard ⓘ	43 %	41 %	59 %	45 %	N/A	N/A	N/A	47 %
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PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	18 %	14 %	12 %	15 %	N/A	N/A	N/A	15 %
	At or Near Standard ⓘ	47 %	53 %	36 %	53 %	N/A	N/A	N/A	47 %
	Below Standard ⓘ	35 %	34 %	52 %	31 %	N/A	N/A	N/A	38 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	18 %	12 %	7 %	14 %	N/A	N/A	N/A	13 %
	At or Near Standard ⓘ	62 %	54 %	45 %	58 %	N/A	N/A	N/A	55 %
	Below Standard ⓘ	20 %	34 %	48 %	28 %	N/A	N/A	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union School District

CDS Code: 49-70847-0000000

District: Old Adobe Union School District

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2016 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

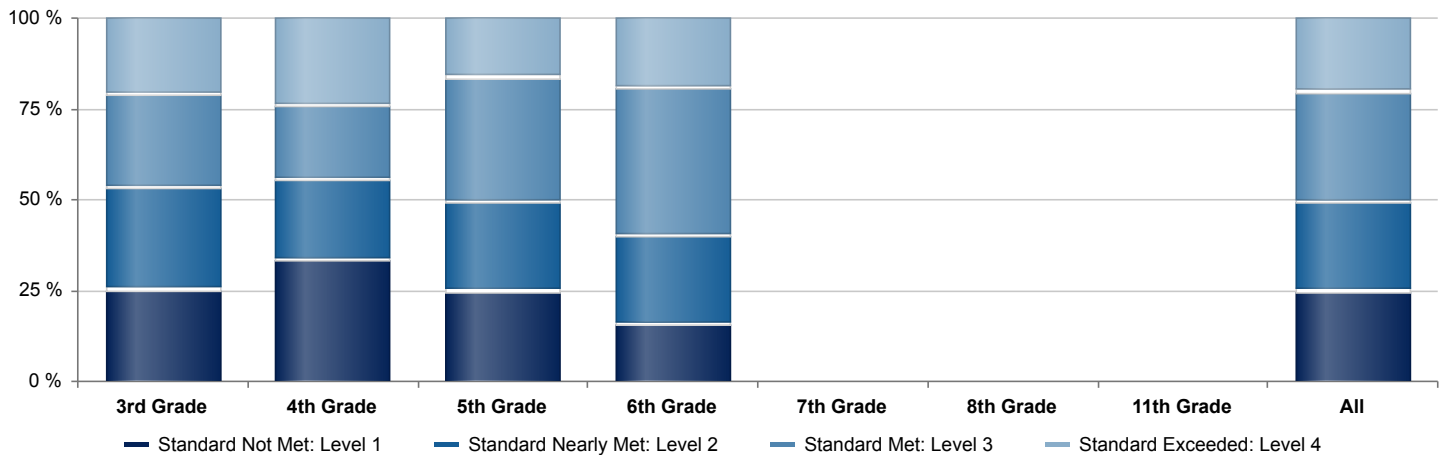
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	219	259	230	256	N/A	N/A	N/A	964
# of Students Tested ¹	214	255	229	251	N/A	N/A	N/A	949
# of Students With Scores ¹	214	255	229	251	N/A	N/A	N/A	949


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2418.1	2463.7	2499.4	2542.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21 %	24 %	16 %	19 %	N/A	N/A	N/A	20 %
Standard Met: Level 3 ¹	26 %	20 %	34 %	41 %	N/A	N/A	N/A	30 %
Standard Nearly Met: Level 2 ¹	28 %	22 %	24 %	24 %	N/A	N/A	N/A	24 %
Standard Not Met: Level 1 ¹	26 %	34 %	25 %	16 %	N/A	N/A	N/A	25 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	20 %	21 %	23 %	N/A	N/A	N/A	21 %
Near Standard ¹	48 %	45 %	45 %	48 %	N/A	N/A	N/A	47 %
Below Standard ¹	31 %	35 %	34 %	29 %	N/A	N/A	N/A	32 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	16 %	21 %	26 %	29 %	N/A	N/A	N/A	23 %
Near Standard ¹	52 %	51 %	51 %	51 %	N/A	N/A	N/A	51 %
Below Standard ¹	32 %	29 %	23 %	20 %	N/A	N/A	N/A	26 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	16 %	10 %	19 %	N/A	N/A	N/A	16 %
Near Standard ¹	64 %	67 %	72 %	73 %	N/A	N/A	N/A	69 %
Below Standard ¹	19 %	17 %	17 %	8 %	N/A	N/A	N/A	15 %

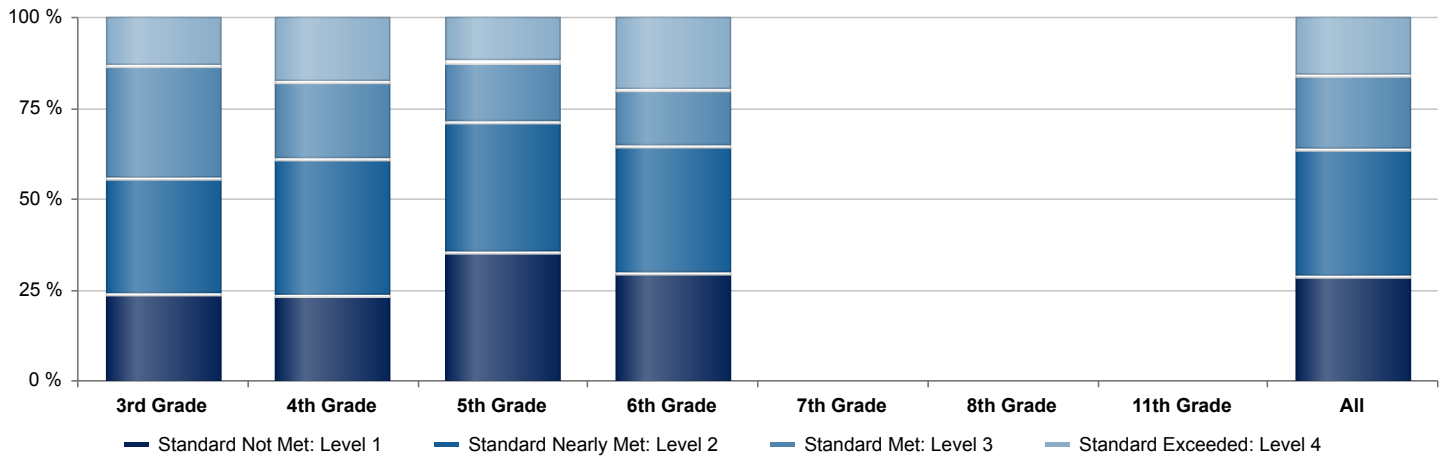
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23 %	24 %	25 %	31 %	N/A	N/A	N/A	26 %
Near Standard ¹	54 %	52 %	61 %	58 %	N/A	N/A	N/A	56 %
Below Standard ¹	23 %	24 %	14 %	12 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	219	259	230	256	N/A	N/A	N/A	964
# of Students Tested ⓘ	216	257	229	252	N/A	N/A	N/A	954
# of Students With Scores ⓘ	216	256	229	252	N/A	N/A	N/A	953
Mean Scale Score	2422.8	2467.3	2484.3	2521.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	13 %	18 %	12 %	20 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ⓘ	31 %	21 %	16 %	15 %	N/A	N/A	N/A	20 %
Standard Nearly Met: Level 2 ⓘ	32 %	38 %	36 %	35 %	N/A	N/A	N/A	35 %
Standard Not Met: Level 1 ⓘ	24 %	24 %	36 %	30 %	N/A	N/A	N/A	29 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	23 %	27 %	17 %	23 %	N/A	N/A	N/A	23 %
Near Standard ⓘ	42 %	29 %	34 %	35 %	N/A	N/A	N/A	35 %

Below Standard ¹	35 %	44 %	49 %	42 %	N/A	N/A	N/A	43 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25 %	18 %	12 %	17 %	N/A	N/A	N/A	18 %
	Near Standard ¹	46 %	52 %	48 %	47 %	N/A	N/A	N/A	48 %
	Below Standard ¹	29 %	30 %	41 %	36 %	N/A	N/A	N/A	34 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	19 %	23 %	13 %	19 %	N/A	N/A	N/A	18 %
	Near Standard ¹	59 %	47 %	51 %	52 %	N/A	N/A	N/A	52 %
	Below Standard ¹	22 %	30 %	36 %	29 %	N/A	N/A	N/A	30 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

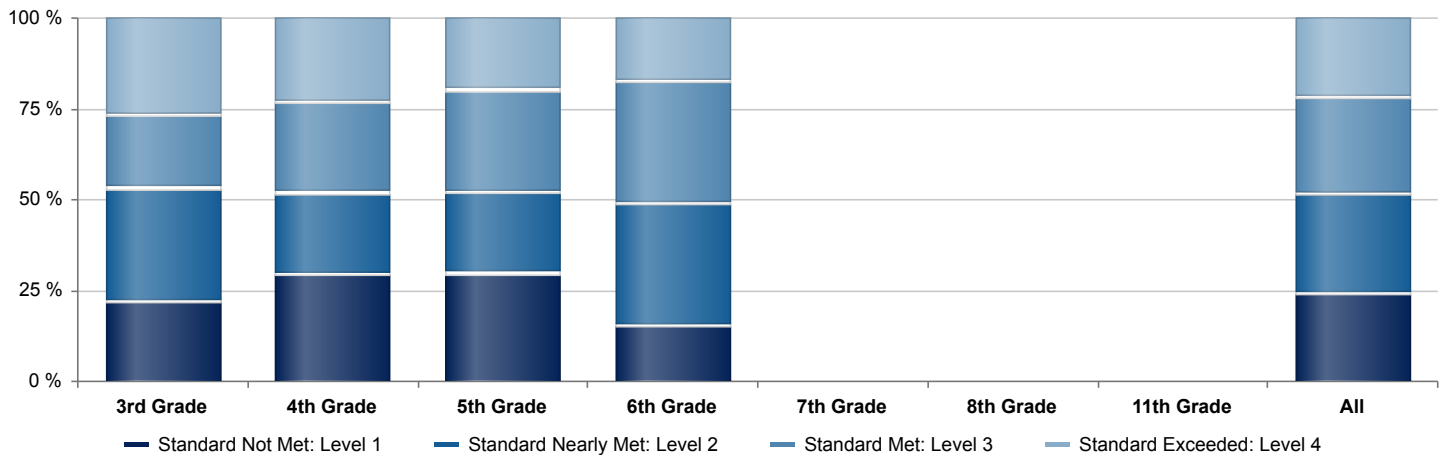
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	241	221	259	233	N/A	N/A	N/A	954
# of Students Tested ⁽ⁱ⁾	234	217	258	231	N/A	N/A	N/A	940
# of Students With Scores ⁽ⁱ⁾	234	217	258	231	N/A	N/A	N/A	940


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2429.4	2462.9	2495.7	2535.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	26.92 %	23.04 %	19.77 %	17.32 %	N/A	N/A	N/A	21.70 %
Standard Met: Level 3 ¹	19.66 %	24.88 %	27.91 %	33.77 %	N/A	N/A	N/A	26.60 %
Standard Nearly Met: Level 2 ¹	31.20 %	22.12 %	22.09 %	33.33 %	N/A	N/A	N/A	27.13 %
Standard Not Met: Level 1 ¹	22.22 %	29.95 %	30.23 %	15.58 %	N/A	N/A	N/A	24.57 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20.94 %	22.58 %	20.16 %	22.51 %	N/A	N/A	N/A	21.49 %
Near Standard ¹	43.59 %	49.77 %	49.22 %	53.68 %	N/A	N/A	N/A	49.04 %
Below Standard ¹	35.47 %	27.65 %	30.62 %	23.81 %	N/A	N/A	N/A	29.47 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.50 %	23.04 %	31.01 %	27.39 %	N/A	N/A	N/A	27.16 %
Near Standard ¹	51.28 %	49.77 %	42.64 %	48.26 %	N/A	N/A	N/A	47.82 %
Below Standard ¹	22.22 %	27.19 %	26.36 %	24.35 %	N/A	N/A	N/A	25.03 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.08 %	15.67 %	17.05 %	20.35 %	N/A	N/A	N/A	19.04 %
Near Standard ¹	59.83 %	58.06 %	61.24 %	64.50 %	N/A	N/A	N/A	60.96 %
Below Standard ¹	17.09 %	26.27 %	21.71 %	15.15 %	N/A	N/A	N/A	20.00 %

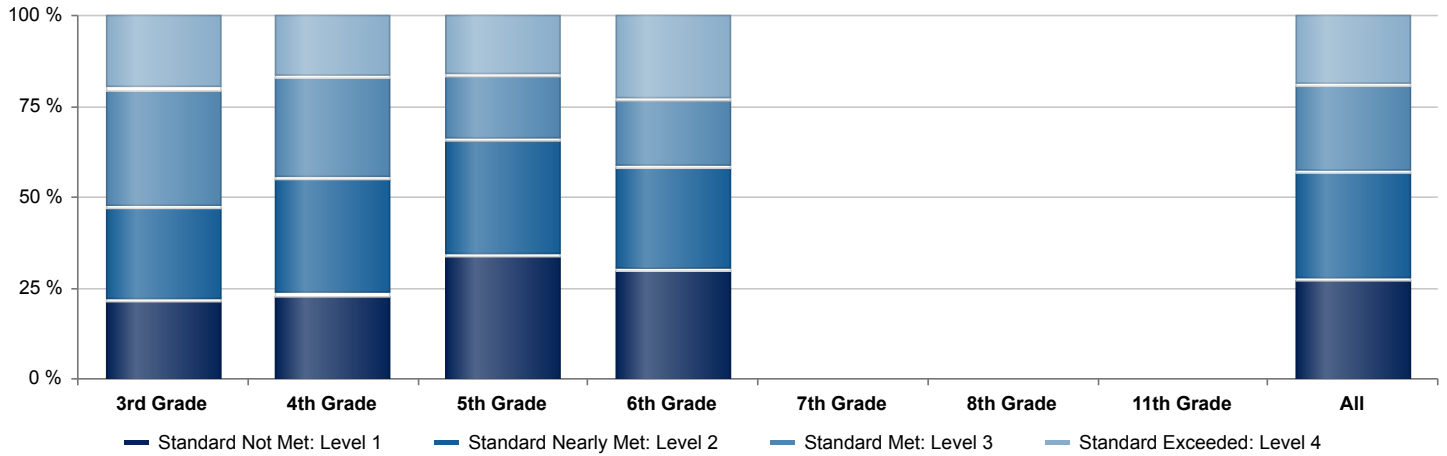
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	31.20 %	19.82 %	24.03 %	23.81 %	N/A	N/A	N/A	24.79 %
Near Standard ¹	50.85 %	58.53 %	50.00 %	58.44 %	N/A	N/A	N/A	54.26 %
Below Standard ¹	17.95 %	21.66 %	25.97 %	17.75 %	N/A	N/A	N/A	20.96 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	241	221	259	233	N/A	N/A	N/A	954
# of Students Tested ⁱ	237	218	258	233	N/A	N/A	N/A	946
# of Students With Scores ⁱ	237	218	258	233	N/A	N/A	N/A	946
Mean Scale Score	2439.8	2470.6	2492.2	2524.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	20.25 %	16.97 %	16.28 %	23.18 %	N/A	N/A	N/A	19.13 %
Standard Met: Level 3 ⁱ	32.49 %	27.52 %	17.44 %	18.03 %	N/A	N/A	N/A	23.68 %
Standard Nearly Met: Level 2 ⁱ	25.32 %	32.11 %	31.78 %	28.33 %	N/A	N/A	N/A	29.39 %
Standard Not Met: Level 1 ⁱ	21.94 %	23.39 %	34.50 %	30.47 %	N/A	N/A	N/A	27.80 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	31.65 %	27.06 %	23.64 %	29.61 %	N/A	N/A	N/A	27.91 %
Near Standard ⁱ	38.40 %	34.40 %	31.01 %	27.04 %	N/A	N/A	N/A	32.66 %

Below Standard ¹	29.96 %	38.53 %	45.35 %	43.35 %	N/A	N/A	N/A	39.43 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	32.49 %	23.85 %	14.34 %	21.03 %	N/A	N/A	N/A	22.73 %
	Near Standard ¹	47.26 %	44.95 %	50.78 %	44.21 %	N/A	N/A	N/A	46.93 %
	Below Standard ¹	20.25 %	31.19 %	34.88 %	34.76 %	N/A	N/A	N/A	30.34 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	27.85 %	25.69 %	14.73 %	26.61 %	N/A	N/A	N/A	23.47 %
	Near Standard ¹	54.43 %	43.58 %	52.33 %	39.91 %	N/A	N/A	N/A	47.78 %
	Below Standard ¹	17.72 %	30.73 %	32.95 %	33.48 %	N/A	N/A	N/A	28.75 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

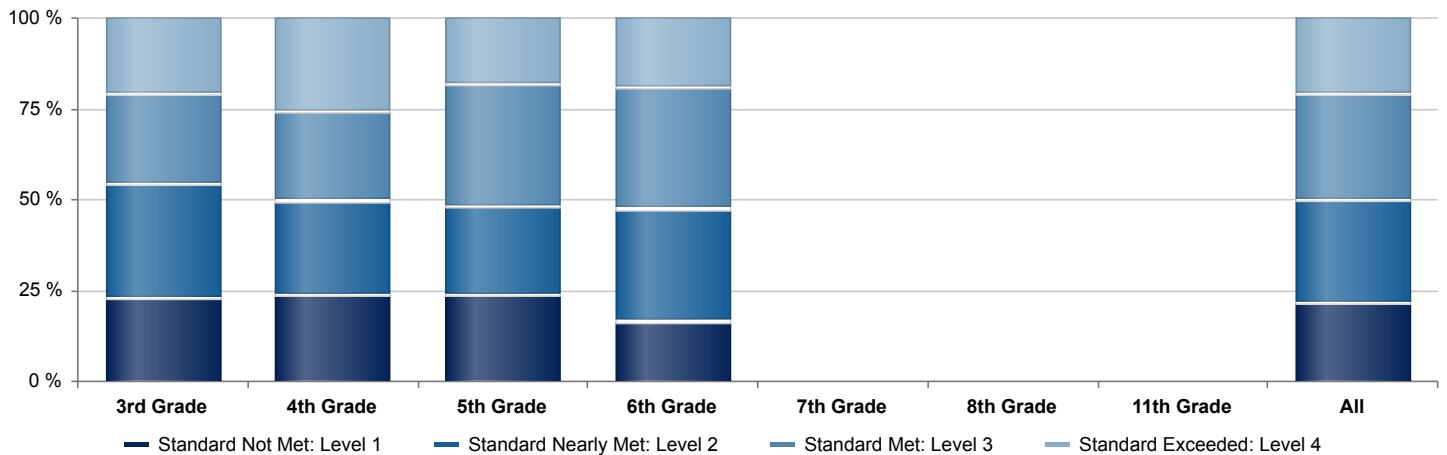
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	227	236	229	263	N/A	N/A	N/A	955
# of Students Tested ⁽ⁱ⁾	225	229	224	259	N/A	N/A	N/A	937
# of Students With Scores ⁽ⁱ⁾	225	229	224	259	N/A	N/A	N/A	937


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2426.7	2475.2	2501.1	2539.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.89 %	25.76 %	18.30 %	18.92 %	N/A	N/A	N/A	20.92 %
Standard Met: Level 3 ¹	24.44 %	24.45 %	33.48 %	33.59 %	N/A	N/A	N/A	29.14 %
Standard Nearly Met: Level 2 ¹	31.56 %	25.76 %	24.11 %	30.89 %	N/A	N/A	N/A	28.18 %
Standard Not Met: Level 1 ¹	23.11 %	24.02 %	24.11 %	16.60 %	N/A	N/A	N/A	21.77 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.11 %	23.14 %	25.00 %	24.71 %	N/A	N/A	N/A	24.01 %
Near Standard ¹	47.56 %	51.97 %	48.66 %	45.17 %	N/A	N/A	N/A	48.24 %
Below Standard ¹	29.33 %	24.89 %	26.34 %	30.12 %	N/A	N/A	N/A	27.75 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18.30 %	25.76 %	22.77 %	32.05 %	N/A	N/A	N/A	25.00 %
Near Standard ¹	54.02 %	51.53 %	51.79 %	49.81 %	N/A	N/A	N/A	51.71 %
Below Standard ¹	27.68 %	22.71 %	25.45 %	18.15 %	N/A	N/A	N/A	23.29 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18.67 %	16.59 %	16.96 %	18.53 %	N/A	N/A	N/A	17.72 %
Near Standard ¹	64.44 %	69.00 %	65.63 %	66.80 %	N/A	N/A	N/A	66.49 %
Below Standard ¹	16.89 %	14.41 %	17.41 %	14.67 %	N/A	N/A	N/A	15.80 %

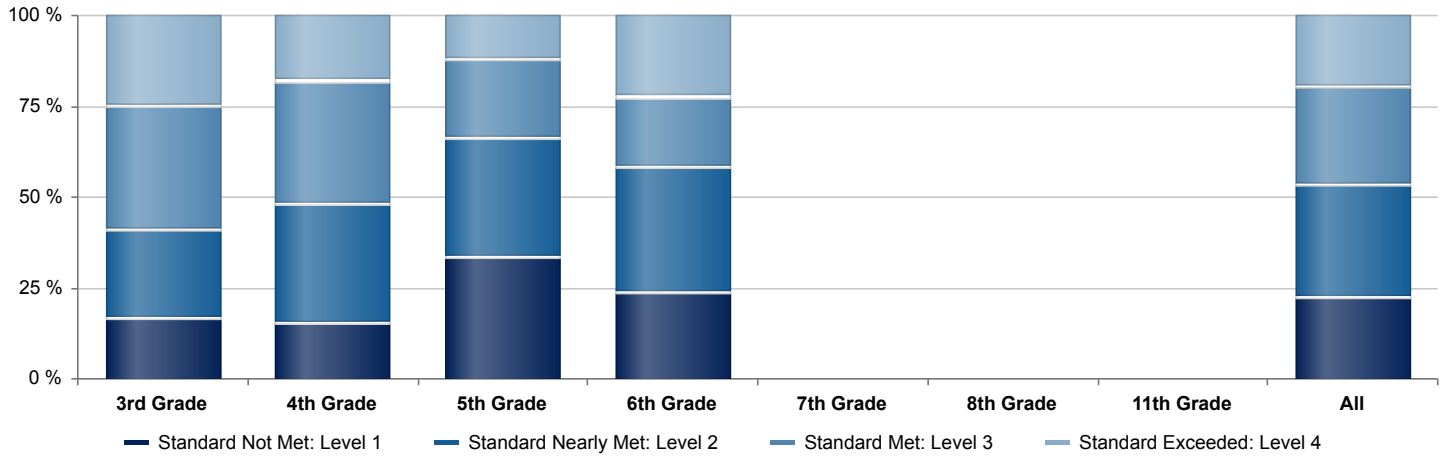
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	29.33 %	22.71 %	26.79 %	24.71 %	N/A	N/A	N/A	25.83 %
Near Standard ¹	52.89 %	58.08 %	53.13 %	61.39 %	N/A	N/A	N/A	56.56 %
Below Standard ¹	17.78 %	19.21 %	20.09 %	13.90 %	N/A	N/A	N/A	17.61 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	227	236	229	263	N/A	N/A	N/A	955
# of Students Tested ⓘ	225	228	223	258	N/A	N/A	N/A	934
# of Students With Scores ⓘ	225	228	223	258	N/A	N/A	N/A	934
Mean Scale Score	2451.7	2485.8	2484.2	2529.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	24.89 %	17.98 %	11.66 %	22.48 %	N/A	N/A	N/A	19.38 %
Standard Met: Level 3 ⓘ	34.22 %	33.77 %	21.52 %	18.99 %	N/A	N/A	N/A	26.87 %
Standard Nearly Met: Level 2 ⓘ	24.00 %	32.89 %	32.74 %	34.50 %	N/A	N/A	N/A	31.16 %
Standard Not Met: Level 1 ⓘ	16.89 %	15.35 %	34.08 %	24.03 %	N/A	N/A	N/A	22.59 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	40.44 %	32.46 %	18.39 %	27.13 %	N/A	N/A	N/A	29.55 %
Near Standard ⓘ	34.67 %	39.47 %	30.94 %	37.60 %	N/A	N/A	N/A	35.76 %

Below Standard ¹	24.89 %	28.07 %	50.67 %	35.27 %	N/A	N/A	N/A	34.69 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	37.78 %	27.63 %	15.25 %	21.32 %	N/A	N/A	N/A	25.37 %
	Near Standard ¹	44.44 %	48.25 %	50.22 %	44.19 %	N/A	N/A	N/A	46.68 %
	Below Standard ¹	17.78 %	24.12 %	34.53 %	34.50 %	N/A	N/A	N/A	27.94 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	31.11 %	24.56 %	13.00 %	23.26 %	N/A	N/A	N/A	23.02 %
	Near Standard ¹	55.56 %	53.95 %	51.12 %	48.45 %	N/A	N/A	N/A	52.14 %
	Below Standard ¹	13.33 %	21.49 %	35.87 %	28.29 %	N/A	N/A	N/A	24.84 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:
 Select Student Group:
 Apply Selections

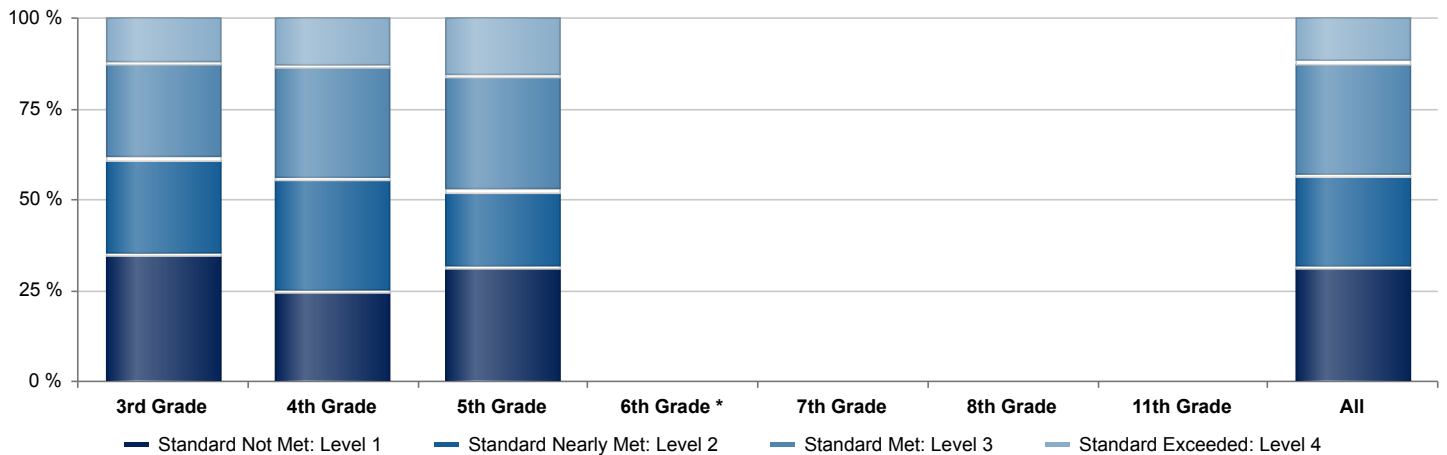
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	34	17	21	6	N/A	N/A	N/A	78
# of Students Tested ⁽ⁱ⁾	34	17	19	6	N/A	N/A	N/A	76
# of Students With Scores ⁽ⁱ⁾	34	16	19	6	N/A	N/A	N/A	75


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2411.3	2468.7	2503.4	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	12 %	13 %	16 %	*	N/A	N/A	N/A	12 %
Standard Met: Level 3 ¹	26 %	31 %	32 %	*	N/A	N/A	N/A	31 %
Standard Nearly Met: Level 2 ¹	26 %	31 %	21 %	*	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 ¹	35 %	25 %	32 %	*	N/A	N/A	N/A	32 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	13 %	26 %	*	N/A	N/A	N/A	19 %
Near Standard ¹	38 %	69 %	58 %	*	N/A	N/A	N/A	49 %
Below Standard ¹	44 %	19 %	16 %	*	N/A	N/A	N/A	32 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	12 %	13 %	21 %	*	N/A	N/A	N/A	15 %
Near Standard ¹	53 %	69 %	37 %	*	N/A	N/A	N/A	51 %
Below Standard ¹	35 %	19 %	42 %	*	N/A	N/A	N/A	35 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	25 %	16 %	*	N/A	N/A	N/A	20 %
Near Standard ¹	68 %	69 %	53 %	*	N/A	N/A	N/A	64 %
Below Standard ¹	12 %	6 %	32 %	*	N/A	N/A	N/A	16 %

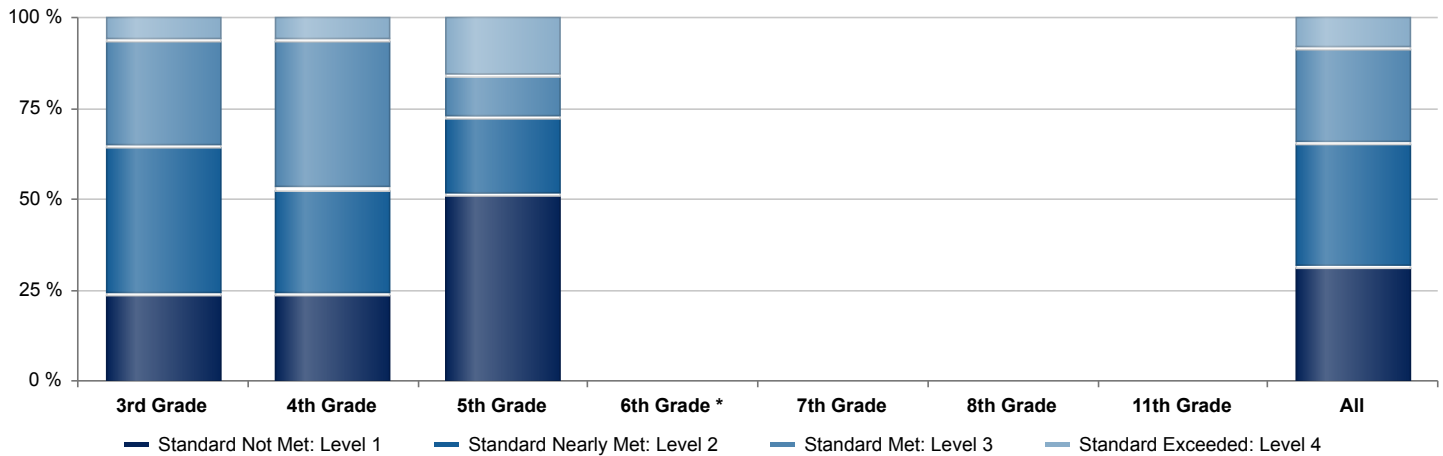
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	13 %	37 %	*	N/A	N/A	N/A	23 %
Near Standard ¹	44 %	81 %	53 %	*	N/A	N/A	N/A	52 %
Below Standard ¹	41 %	6 %	11 %	*	N/A	N/A	N/A	25 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	34	17	21	6	N/A	N/A	N/A	78
# of Students Tested ⓘ	34	17	19	6	N/A	N/A	N/A	76
# of Students With Scores ⓘ	34	17	19	6	N/A	N/A	N/A	76
Mean Scale Score	2411.0	2454.5	2459.9	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	6 %	6 %	16 %	*	N/A	N/A	N/A	8 %
Standard Met: Level 3 ⓘ	29 %	41 %	11 %	*	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2 ⓘ	41 %	29 %	21 %	*	N/A	N/A	N/A	34 %
Standard Not Met: Level 1 ⓘ	24 %	24 %	53 %	*	N/A	N/A	N/A	32 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	18 %	12 %	21 %	*	N/A	N/A	N/A	16 %
Near Standard ⓘ	38 %	47 %	21 %	*	N/A	N/A	N/A	38 %

Below Standard ¹	44 %	41 %	58 %	*	N/A	N/A	N/A	46 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	12 %	6 %	11 %	*	N/A	N/A	N/A	9 %
	Near Standard ¹	59 %	65 %	32 %	*	N/A	N/A	N/A	53 %
	Below Standard ¹	29 %	29 %	58 %	*	N/A	N/A	N/A	38 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	12 %	18 %	16 %	*	N/A	N/A	N/A	14 %
	Near Standard ¹	74 %	41 %	21 %	*	N/A	N/A	N/A	51 %
	Below Standard ¹	15 %	41 %	63 %	*	N/A	N/A	N/A	34 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

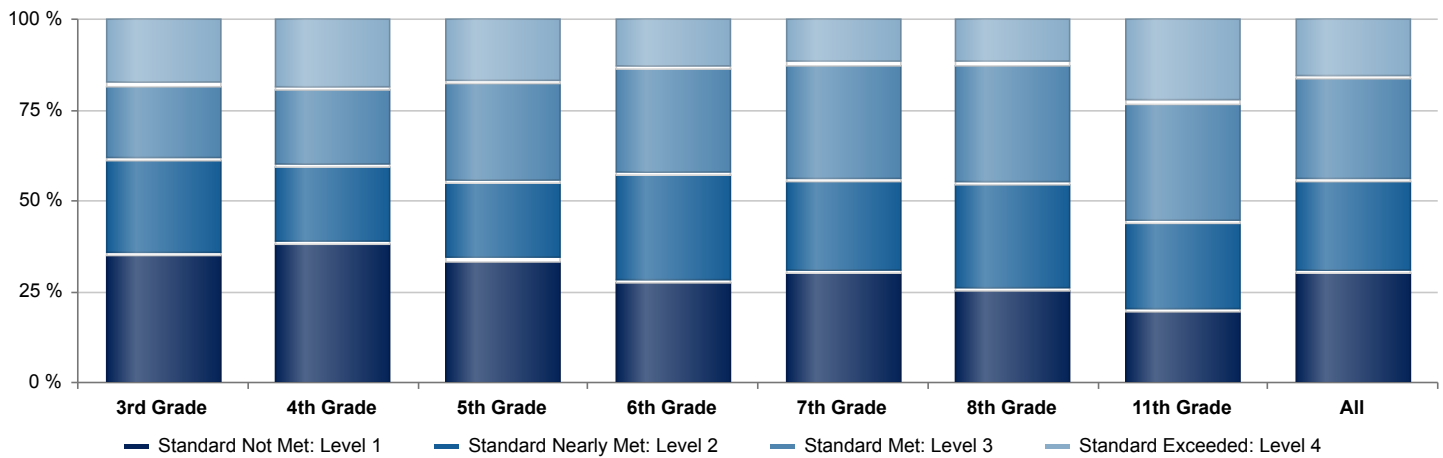
To learn more about the results displayed below, please visit [Understanding Results](#) page.

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Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽ⁱ⁾	488,520	477,280	479,011	470,945	466,612	474,479	479,423	3,336,270
Number of Students Tested ⁽ⁱ⁾	475,228	465,425	462,675	459,401	453,373	455,494	432,825	3,204,421
Number of Students With Scores ⁽ⁱ⁾	473,018	463,068	460,486	456,121	449,219	450,840	420,327	3,173,079
Mean Scale Score	2402.9	2445.7	2487.1	2511.8	2531.6	2552.5	2591.8	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	18 %	19 %	17 %	13 %	12 %	12 %	23 %	16 %
Standard Met: Level 3 ¹	20 %	21 %	27 %	29 %	32 %	33 %	33 %	28 %
Standard Nearly Met: Level 2 ¹	26 %	21 %	21 %	29 %	25 %	29 %	24 %	25 %
Standard Not Met: Level 1 ¹	36 %	39 %	34 %	28 %	31 %	26 %	20 %	31 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	18 %	20 %	16 %	18 %	22 %	30 %	20 %
At or Near Standard ¹	41 %	43 %	42 %	46 %	45 %	46 %	49 %	44 %
Below Standard ¹	41 %	39 %	39 %	38 %	37 %	32 %	21 %	35 %


Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	18 %	23 %	20 %	24 %	21 %	31 %	22 %
At or Near Standard ¹	44 %	47 %	43 %	47 %	46 %	50 %	46 %	46 %
Below Standard ¹	38 %	35 %	33 %	32 %	30 %	28 %	23 %	32 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14 %	15 %	15 %	13 %	12 %	12 %	17 %	14 %
At or Near Standard ¹	62 %	62 %	61 %	68 %	64 %	65 %	62 %	63 %
Below Standard ¹	24 %	23 %	24 %	19 %	24 %	23 %	21 %	22 %

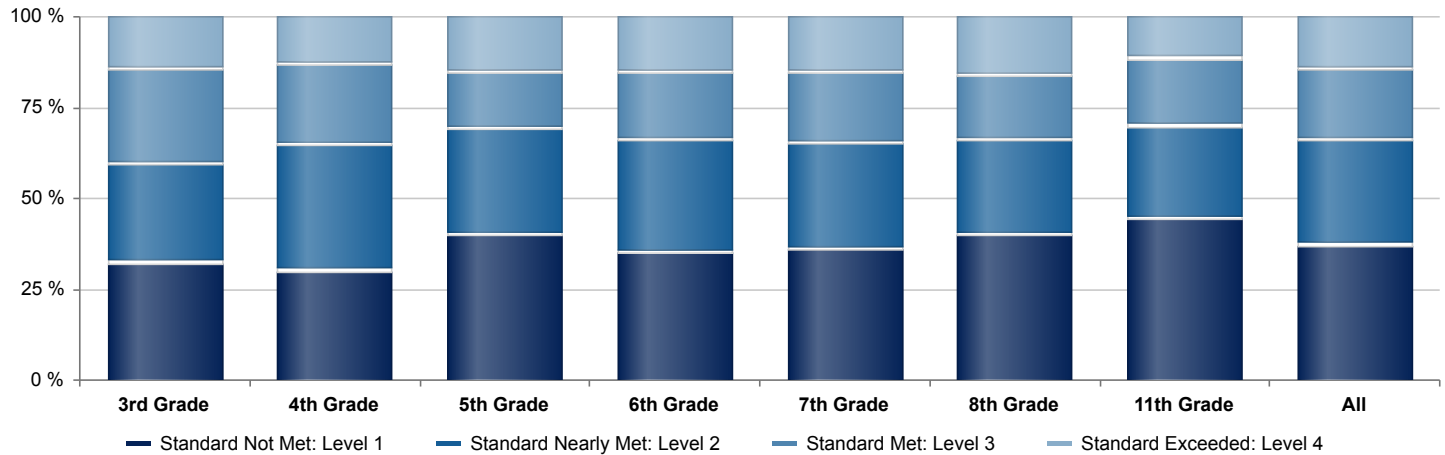
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	18 %	27 %	23 %	22 %	22 %	33 %	23 %
At or Near Standard ¹	50 %	51 %	52 %	59 %	53 %	55 %	51 %	53 %
Below Standard ¹	32 %	31 %	21 %	19 %	25 %	23 %	16 %	24 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽ⁱ⁾	488,520	477,280	479,011	470,945	466,612	474,479	479,423	3,336,270
Number of Students Tested ⁽ⁱ⁾	477,045	466,980	464,153	460,624	454,517	456,448	430,227	3,209,994
Number of Students With Scores ⁽ⁱ⁾	474,712	464,841	461,893	457,508	450,182	451,619	418,491	3,179,246
Mean Scale Score	2415.1	2453.7	2480.3	2504.4	2518.4	2533.9	2560.3	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	14 %	13 %	15 %	15 %	15 %	16 %	11 %	14 %
Standard Met: Level 3 ⁽ⁱ⁾	26 %	22 %	15 %	18 %	19 %	17 %	18 %	19 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	27 %	35 %	29 %	31 %	29 %	26 %	25 %	29 %
Standard Not Met: Level 1 ⁽ⁱ⁾	33 %	31 %	41 %	36 %	37 %	41 %	45 %	38 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽ⁱ⁾	25 %	21 %	19 %	20 %	22 %	21 %	19 %	21 %
At or Near Standard ⁽ⁱ⁾	35 %	32 %	30 %	33 %	33 %	32 %	33 %	32 %

Below Standard ⓘ	40 %	47 %	51 %	47 %	46 %	46 %	48 %	47 %
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PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	20 %	16 %	16 %	15 %	17 %	18 %	15 %	17 %
	At or Near Standard ⓘ	42 %	45 %	38 %	46 %	48 %	51 %	50 %	46 %
	Below Standard ⓘ	38 %	39 %	46 %	39 %	35 %	32 %	35 %	38 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	20 %	18 %	14 %	16 %	17 %	17 %	15 %	17 %
	At or Near Standard ⓘ	52 %	43 %	45 %	50 %	64 %	50 %	55 %	51 %
	Below Standard ⓘ	28 %	39 %	41 %	34 %	19 %	34 %	30 %	32 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

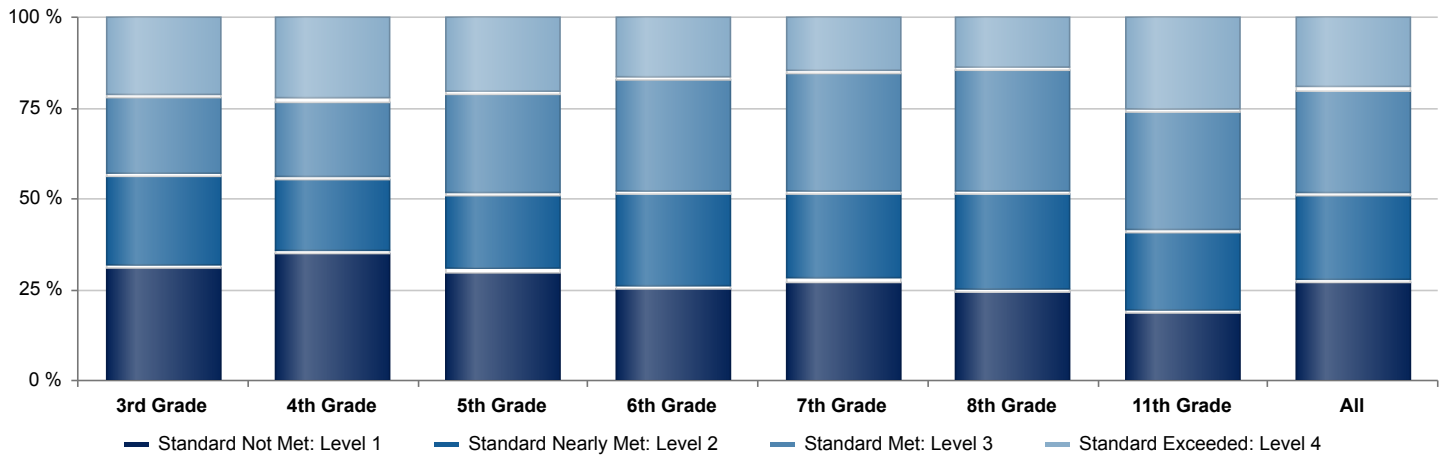
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Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	473,451	488,406	478,203	472,957	472,784	467,793	476,352	3,329,946
# of Students Tested ⓘ	458,658	474,588	465,458	460,569	458,910	452,784	439,660	3,210,627
# of Students With Scores ⓘ	457,572	473,566	464,396	459,273	457,159	450,556	434,097	3,196,619
Mean Scale Score	2414.2	2454.4	2495.5	2519.4	2541.7	2559.5	2599.8	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	22 %	23 %	21 %	17 %	15 %	14 %	26 %	20 %
Standard Met: Level 3 ¹	21 %	21 %	28 %	31 %	33 %	34 %	33 %	29 %
Standard Nearly Met: Level 2 ¹	25 %	20 %	21 %	26 %	24 %	27 %	22 %	24 %
Standard Not Met: Level 1 ¹	32 %	36 %	31 %	26 %	28 %	25 %	19 %	28 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20 %	21 %	22 %	17 %	22 %	24 %	29 %	22 %
Near Standard ¹	43 %	42 %	42 %	46 %	45 %	45 %	51 %	45 %
Below Standard ¹	37 %	37 %	36 %	36 %	34 %	31 %	20 %	33 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	22 %	27 %	24 %	27 %	25 %	35 %	26 %
Near Standard ¹	45 %	46 %	42 %	45 %	46 %	47 %	44 %	45 %
Below Standard ¹	34 %	32 %	31 %	31 %	27 %	28 %	22 %	29 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	16 %	17 %	15 %	15 %	15 %	21 %	17 %
Near Standard ¹	63 %	65 %	61 %	68 %	65 %	67 %	62 %	64 %
Below Standard ¹	20 %	19 %	22 %	17 %	20 %	19 %	17 %	19 %

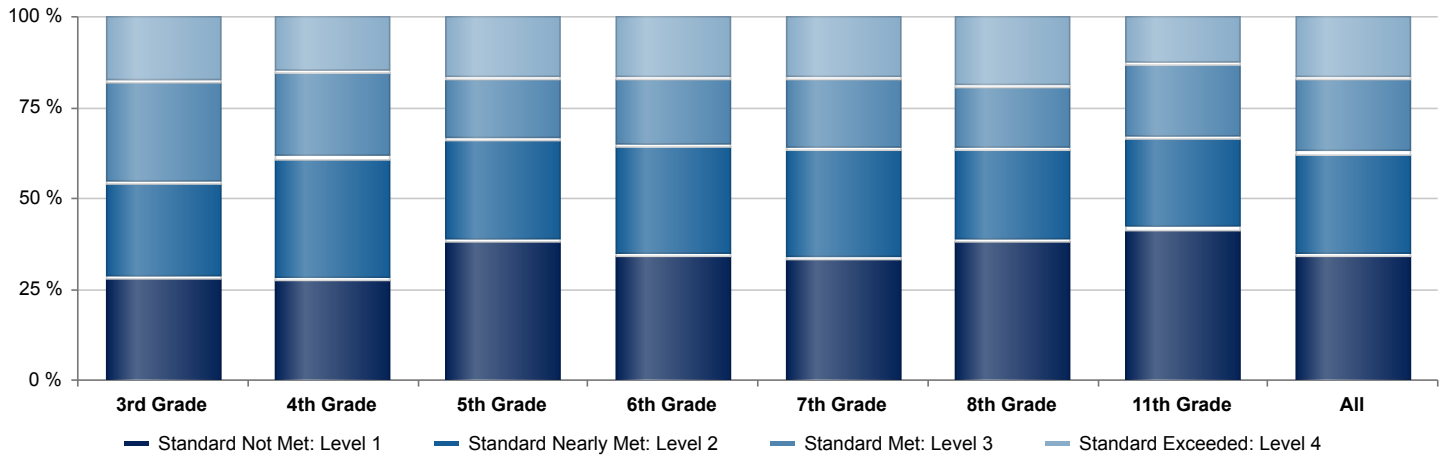
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	22 %	22 %	31 %	29 %	25 %	25 %	37 %	27 %
Near Standard ¹	49 %	50 %	51 %	53 %	50 %	51 %	48 %	51 %
Below Standard ¹	29 %	28 %	18 %	17 %	24 %	23 %	15 %	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	473,447	488,399	478,203	472,954	472,771	467,794	476,321	3,329,889
# of Students Tested ⁱ	461,013	476,795	467,426	462,433	460,645	454,150	438,518	3,220,980
# of Students With Scores ⁱ	459,701	475,530	466,182	460,881	458,472	451,673	432,383	3,204,822
Mean Scale Score	2424.7	2460.5	2485.2	2508.5	2525.0	2541.1	2567.8	N/A
Standard Exceeded: Level 4 ⁱ	18 %	15 %	17 %	17 %	17 %	19 %	13 %	17 %
Standard Met: Level 3 ⁱ	28 %	23 %	16 %	18 %	19 %	17 %	20 %	20 %
Standard Nearly Met: Level 2 ⁱ	26 %	33 %	28 %	30 %	30 %	25 %	25 %	28 %
Standard Not Met: Level 1 ⁱ	29 %	28 %	39 %	35 %	34 %	39 %	43 %	35 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	30 %	24 %	22 %	23 %	24 %	25 %	21 %	24 %
Near Standard ⁱ	35 %	32 %	29 %	31 %	32 %	30 %	30 %	31 %

Below Standard ¹	35 %	44 %	49 %	46 %	45 %	45 %	49 %	45 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	23 %	18 %	18 %	18 %	20 %	20 %	16 %	19 %
	Near Standard ¹	45 %	46 %	37 %	43 %	43 %	49 %	49 %	44 %
	Below Standard ¹	32 %	36 %	46 %	40 %	37 %	31 %	35 %	37 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25 %	21 %	16 %	18 %	20 %	19 %	17 %	19 %
	Near Standard ¹	53 %	45 %	44 %	51 %	51 %	53 %	56 %	50 %
	Below Standard ¹	22 %	34 %	40 %	31 %	29 %	28 %	28 %	30 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

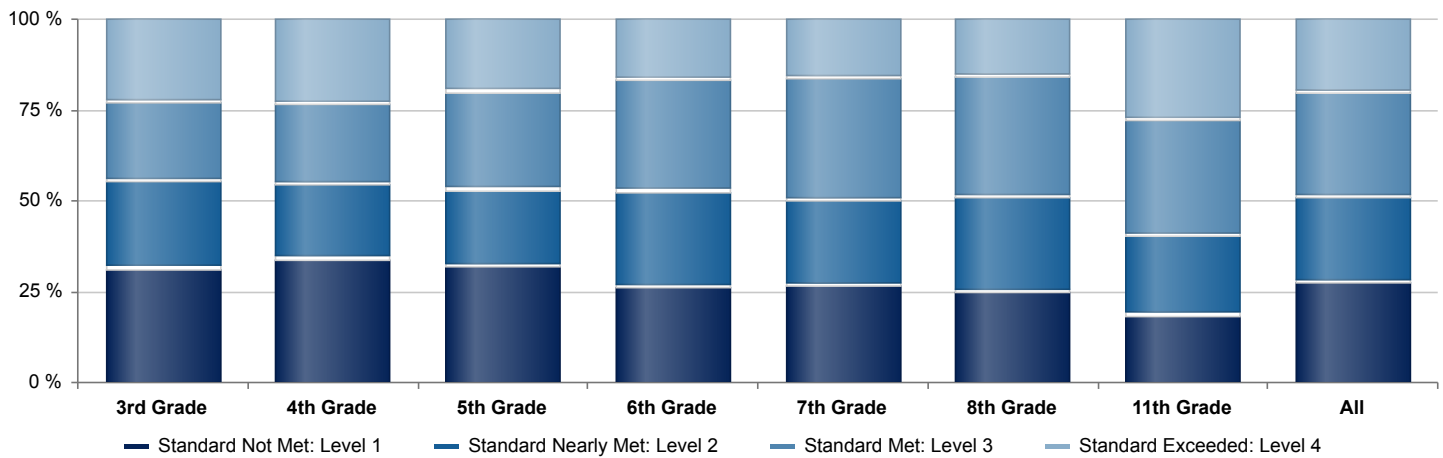
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	463,511	468,793	484,701	473,125	471,265	470,237	474,357	3,305,989
# of Students Tested [ⓘ]	452,483	458,339	474,653	462,979	459,252	457,047	444,860	3,209,613
# of Students With Scores [ⓘ]	452,223	458,065	474,392	462,565	458,663	456,608	444,040	3,206,556
Mean Scale Score	2415.0	2455.9	2489.5	2518.9	2542.4	2558.7	2602.5	N/A





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 	22.80 %	23.07 %	19.79 %	16.50 %	15.80 %	15.47 %	27.72 %	20.12 %
Standard Met: Level 3 	21.10 %	21.99 %	26.75 %	30.53 %	33.60 %	33.14 %	32.04 %	28.44 %
Standard Nearly Met: Level 2 	24.00 %	20.12 %	20.61 %	26.20 %	23.39 %	25.97 %	21.34 %	23.09 %
Standard Not Met: Level 1 	32.10 %	34.83 %	32.84 %	26.76 %	27.22 %	25.42 %	18.91 %	28.35 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.81 %	22.43 %	21.96 %	20.19 %	23.78 %	24.16 %	34.03 %	23.99 %
Near Standard 	39.61 %	47.17 %	45.15 %	47.58 %	44.16 %	43.60 %	44.65 %	44.58 %
Below Standard 	38.58 %	30.40 %	32.89 %	32.23 %	32.06 %	32.24 %	21.32 %	31.43 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	23.54 %	23.01 %	28.13 %	23.52 %	27.88 %	25.20 %	36.09 %	26.73 %
Near Standard 	44.00 %	45.24 %	42.91 %	44.19 %	45.58 %	46.84 %	41.23 %	44.29 %
Below Standard 	32.46 %	31.75 %	28.96 %	32.29 %	26.54 %	27.96 %	22.68 %	28.98 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	17.72 %	16.17 %	16.70 %	15.93 %	13.61 %	15.36 %	24.70 %	17.13 %
Near Standard 	61.55 %	57.39 %	59.67 %	64.18 %	61.53 %	66.28 %	59.32 %	61.42 %
Below Standard 	20.73 %	26.44 %	23.63 %	19.89 %	24.86 %	18.36 %	15.99 %	21.45 %

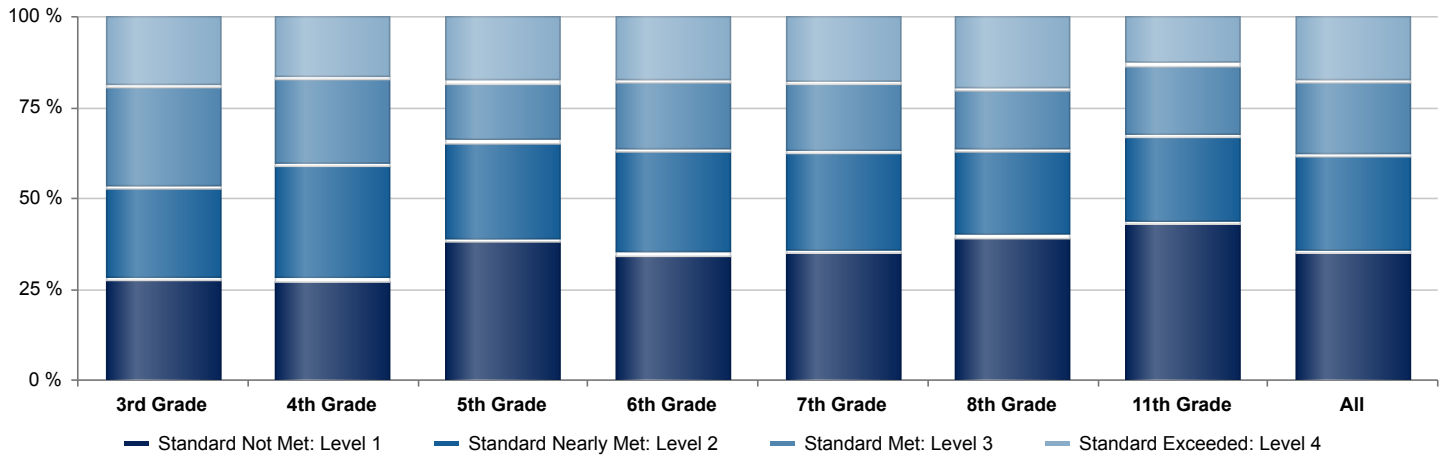
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	24.16 %	23.80 %	25.43 %	27.70 %	28.32 %	27.42 %	37.20 %	27.67 %
Near Standard 	47.60 %	49.85 %	43.84 %	47.71 %	46.91 %	47.33 %	44.40 %	46.80 %
Below Standard 	28.25 %	26.34 %	30.72 %	24.59 %	24.77 %	25.25 %	18.40 %	25.53 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	463,511	468,793	484,701	473,125	471,265	470,237	474,357	3,305,989
# of Students Tested ¹	455,102	460,878	476,892	464,954	461,364	458,491	443,213	3,220,894
# of Students With Scores ¹	454,845	460,598	476,597	464,645	461,078	457,886	442,457	3,218,106
Mean Scale Score	2427.9	2462.9	2485.8	2508.5	2524.9	2540.2	2565.0	N/A
Standard Exceeded: Level 4 ¹	19.27 %	16.83 %	18.00 %	17.91 %	18.04 %	20.03 %	12.92 %	17.60 %
Standard Met: Level 3 ¹	27.56 %	23.62 %	15.83 %	18.57 %	18.87 %	16.27 %	19.22 %	19.96 %
Standard Nearly Met: Level 2 ¹	24.99 %	31.55 %	27.05 %	28.20 %	27.07 %	23.42 %	23.64 %	26.59 %
Standard Not Met: Level 1 ¹	28.17 %	28.01 %	39.11 %	35.32 %	36.03 %	40.28 %	44.22 %	35.86 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	31.64 %	26.81 %	23.17 %	23.89 %	25.24 %	24.92 %	22.01 %	25.38 %
Near Standard ¹	34.22 %	31.04 %	28.24 %	31.24 %	29.45 %	29.60 %	26.86 %	30.10 %

Below Standard ¹	34.14 %	42.15 %	48.59 %	44.86 %	45.31 %	45.48 %	51.13 %	44.52 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	24.96 %	20.13 %	18.07 %	17.91 %	20.07 %	21.50 %	15.70 %	19.76 %
	Near Standard ¹	45.81 %	44.42 %	40.47 %	42.10 %	42.80 %	36.92 %	43.18 %	42.23 %
	Below Standard ¹	29.23 %	35.45 %	41.46 %	39.99 %	37.12 %	41.58 %	41.13 %	38.01 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25.92 %	22.43 %	16.83 %	19.53 %	19.67 %	20.70 %	16.75 %	20.25 %
	Near Standard ¹	48.74 %	43.29 %	43.49 %	42.59 %	51.24 %	46.24 %	54.41 %	47.08 %
	Below Standard ¹	25.34 %	34.28 %	39.67 %	37.87 %	29.09 %	33.06 %	28.84 %	32.67 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

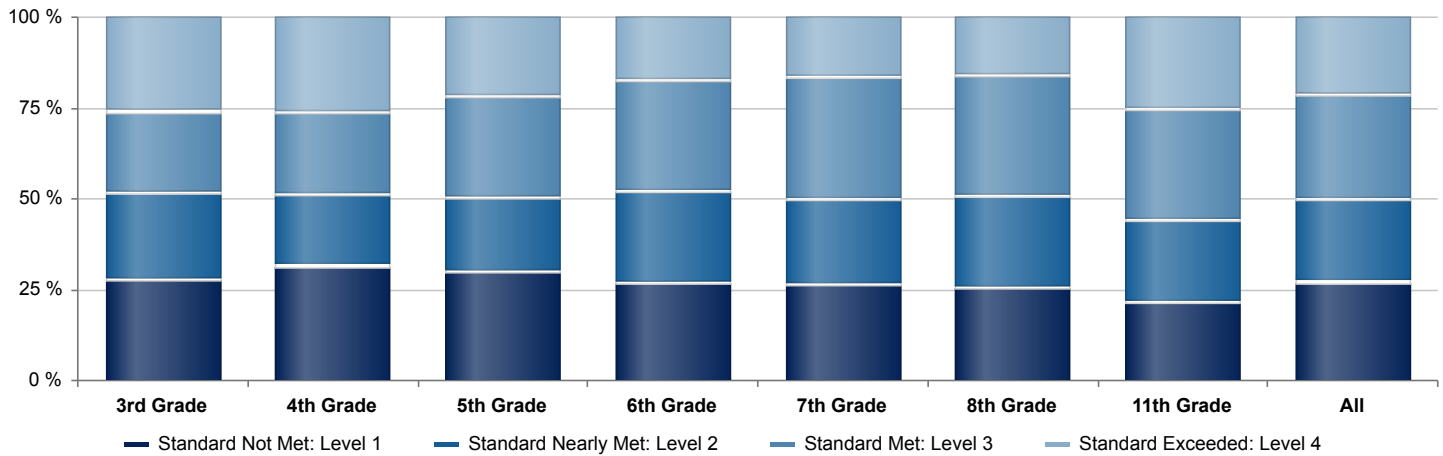
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	445,017	463,838	469,247	482,835	474,057	472,096	468,461	3,275,551
# of Students Tested [ⓘ]	434,454	453,771	459,433	472,515	461,621	458,628	440,132	3,180,554
# of Students With Scores [ⓘ]	434,193	453,491	459,208	472,102	461,079	458,196	439,134	3,177,403
Mean Scale Score	2424.0	2463.7	2496.3	2518.9	2543.9	2559.0	2592.4	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	26.13 %	26.31 %	21.80 %	17.26 %	16.32 %	15.97 %	25.59 %	21.25 %
Standard Met: Level 3 ¹	22.09 %	22.36 %	27.63 %	30.58 %	33.83 %	33.15 %	30.37 %	28.63 %
Standard Nearly Met: Level 2 ¹	23.49 %	19.25 %	19.99 %	24.89 %	23.16 %	25.04 %	22.18 %	22.58 %
Standard Not Met: Level 1 ¹	28.29 %	32.08 %	30.58 %	27.27 %	26.70 %	25.84 %	21.85 %	27.54 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	25.32 %	24.77 %	24.22 %	21.84 %	23.73 %	24.20 %	30.94 %	24.95 %
Near Standard ¹	44.02 %	46.77 %	45.02 %	43.57 %	43.36 %	42.17 %	46.08 %	44.41 %
Below Standard ¹	30.66 %	28.46 %	30.76 %	34.59 %	32.91 %	33.63 %	22.97 %	30.64 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.84 %	24.18 %	29.20 %	23.52 %	28.17 %	25.09 %	33.18 %	26.71 %
Near Standard ¹	43.30 %	44.21 %	41.42 %	44.23 %	46.10 %	46.49 %	40.82 %	43.82 %
Below Standard ¹	32.85 %	31.61 %	29.38 %	32.24 %	25.73 %	28.42 %	26.00 %	29.46 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20.89 %	19.30 %	16.52 %	15.72 %	12.21 %	16.90 %	22.66 %	17.67 %
Near Standard ¹	61.25 %	63.22 %	59.74 %	63.22 %	63.14 %	63.18 %	60.13 %	62.01 %
Below Standard ¹	17.86 %	17.48 %	23.73 %	21.06 %	24.64 %	19.92 %	17.20 %	20.32 %

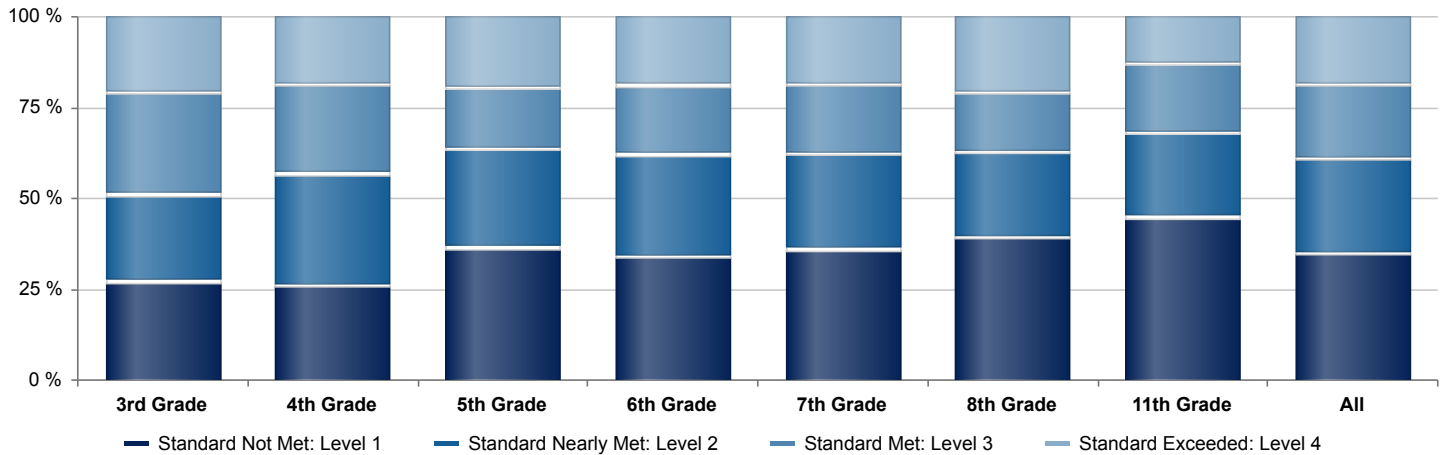
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	27.60 %	25.86 %	28.29 %	30.20 %	30.12 %	29.68 %	34.40 %	29.44 %
Near Standard ¹	47.71 %	48.83 %	44.32 %	48.00 %	47.53 %	46.93 %	44.45 %	46.83 %
Below Standard ¹	24.68 %	25.31 %	27.39 %	21.81 %	22.35 %	23.40 %	21.15 %	23.72 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	445,018	463,838	469,248	482,837	474,055	472,095	468,461	3,275,552
# of Students Tested ⁱ	436,464	455,589	461,057	473,798	462,731	459,145	438,591	3,187,375
# of Students With Scores ⁱ	436,215	455,315	460,760	473,427	462,416	458,671	437,883	3,184,687
Mean Scale Score	2430.9	2467.7	2490.4	2511.0	2524.3	2540.5	2561.4	N/A
Standard Exceeded: Level 4 ⁱ	21.07 %	18.46 %	19.61 %	18.86 %	18.69 %	20.76 %	12.89 %	18.64 %
Standard Met: Level 3 ⁱ	27.82 %	24.45 %	16.36 %	18.64 %	18.61 %	16.12 %	18.48 %	20.01 %
Standard Nearly Met: Level 2 ⁱ	23.56 %	30.81 %	26.94 %	27.81 %	26.10 %	22.94 %	22.84 %	25.90 %
Standard Not Met: Level 1 ⁱ	27.55 %	26.27 %	37.09 %	34.70 %	36.61 %	40.17 %	45.78 %	35.45 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	33.59 %	29.03 %	25.14 %	25.01 %	25.78 %	25.44 %	21.65 %	26.49 %
Near Standard ⁱ	33.20 %	31.02 %	28.58 %	31.04 %	28.80 %	29.77 %	25.30 %	29.68 %

Below Standard ¹	33.21 %	39.95 %	46.28 %	43.95 %	45.42 %	44.80 %	53.06 %	43.83 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	26.72 %	21.65 %	19.29 %	18.68 %	20.49 %	22.55 %	15.85 %	20.73 %
	Near Standard ¹	42.30 %	44.73 %	40.98 %	42.17 %	42.02 %	43.88 %	41.95 %	42.58 %
	Below Standard ¹	30.98 %	33.62 %	39.72 %	39.14 %	37.49 %	33.57 %	42.20 %	36.69 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	28.80 %	24.03 %	18.06 %	20.06 %	19.42 %	21.43 %	16.66 %	21.17 %
	Near Standard ¹	46.31 %	43.78 %	44.46 %	40.86 %	52.26 %	45.21 %	51.78 %	46.33 %
	Below Standard ¹	24.89 %	32.20 %	37.48 %	39.08 %	28.32 %	33.36 %	31.55 %	32.50 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

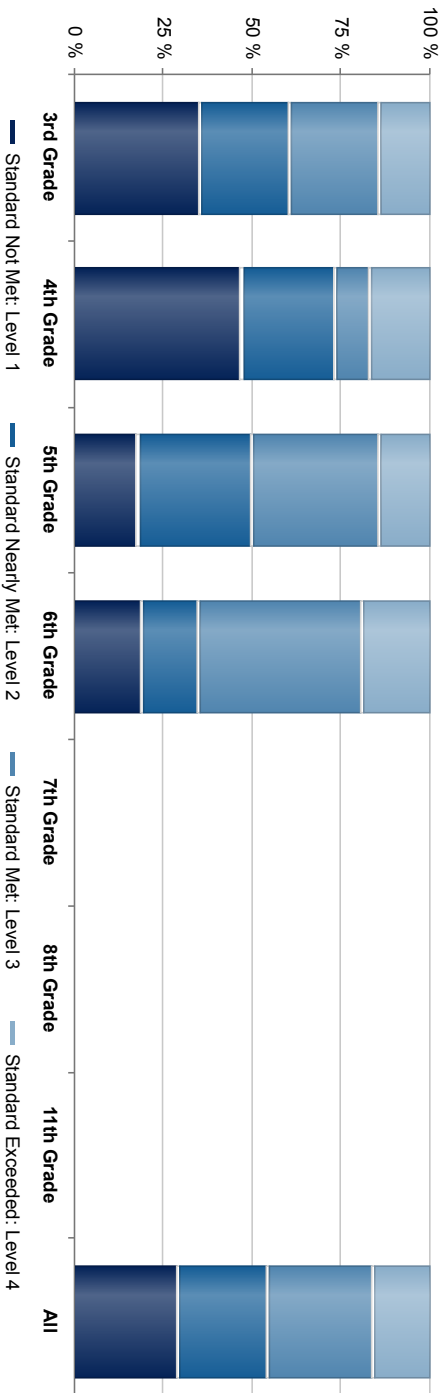
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	30	24	29	26	N/A	N/A	N/A	109
Number of Students Tested ¹	28	23	28	26	N/A	N/A	N/A	105
Number of Students With Scores ¹	28	23	28	26	N/A	N/A	N/A	105
Mean Scale Score	2408.6	2431.8	2513.2	2540.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	14 %	17 %	14 %	19 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ¹	25 %	9 %	36 %	46 %	N/A	N/A	N/A	30 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	25 %	26 %	32 %	15 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 1	36 %	48 %	18 %	19 %	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	18 %	13 %	25 %	27 %	N/A	N/A	N/A	21 %
At or Near Standard 1	43 %	48 %	46 %	46 %	N/A	N/A	N/A	46 %
Below Standard 1	39 %	39 %	29 %	27 %	N/A	N/A	N/A	33 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	18 %	9 %	21 %	27 %	N/A	N/A	N/A	19 %
At or Near Standard 1	46 %	39 %	61 %	54 %	N/A	N/A	N/A	50 %
Below Standard 1	36 %	52 %	18 %	19 %	N/A	N/A	N/A	30 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	11 %	9 %	11 %	23 %	N/A	N/A	N/A	13 %
At or Near Standard 	75 %	61 %	71 %	58 %	N/A	N/A	N/A	67 %
Below Standard 	14 %	30 %	18 %	19 %	N/A	N/A	N/A	20 %

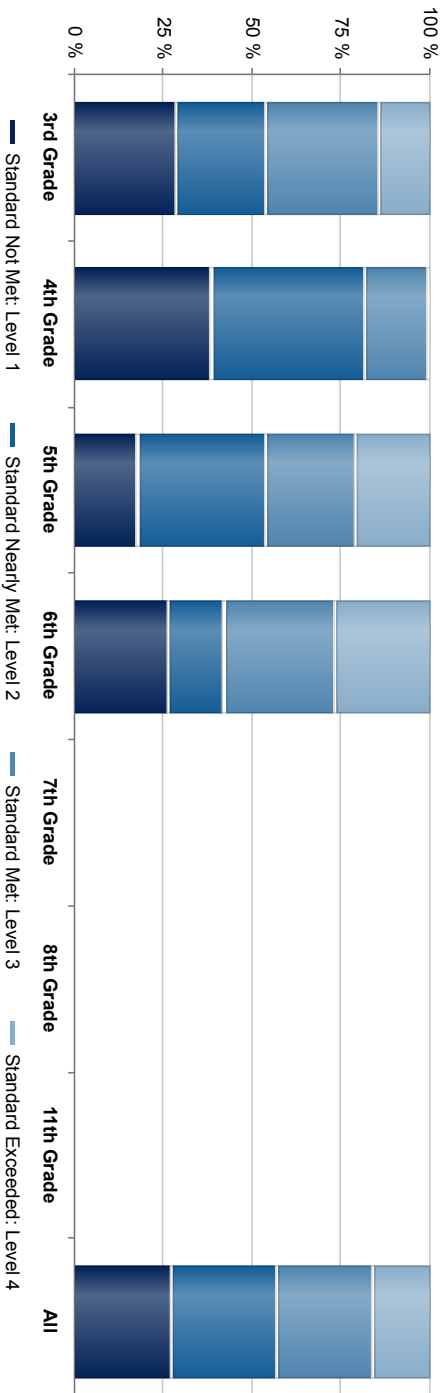
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21 %	17 %	32 %	23 %	N/A	N/A	N/A	24 %
At or Near Standard 	46 %	48 %	68 %	69 %	N/A	N/A	N/A	58 %
Below Standard 	32 %	35 %	0 %	8 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	30	24	29	26	N/A	N/A	N/A	109
Number of Students Tested ¹	28	23	28	26	N/A	N/A	N/A	105
Number of Students With Scores ¹	28	23	28	26	N/A	N/A	N/A	105
Mean Scale Score	2420.2	2435.4	2516.6	2531.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	14 %	0 %	21 %	27 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ¹	32 %	17 %	25 %	31 %	N/A	N/A	N/A	27 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	25 %	43 %	36 %	15 %	N/A	N/A	N/A	30 %
Standard Not Met: Level 1 	29 %	39 %	18 %	27 %	N/A	N/A	N/A	28 %

Mathematics Scale Score Ranges





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	18 %	13 %	32 %	27 %	N/A	N/A	N/A	23 %
At or Near Standard 	54 %	35 %	29 %	38 %	N/A	N/A	N/A	39 %
Below Standard 	29 %	52 %	39 %	35 %	N/A	N/A	N/A	38 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	14 %	0 %	29 %	31 %	N/A	N/A	N/A	19 %
At or Near Standard 	54 %	61 %	46 %	38 %	N/A	N/A	N/A	50 %
Below Standard 	32 %	39 %	25 %	31 %	N/A	N/A	N/A	31 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18 %	9 %	18 %	23 %	N/A	N/A	N/A	17 %
At or Near Standard 	61 %	52 %	64 %	58 %	N/A	N/A	N/A	59 %
Below Standard 	21 %	39 %	18 %	19 %	N/A	N/A	N/A	24 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary School District

CDS Code: 49-70672-0000000

District: Dunham Elementary School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

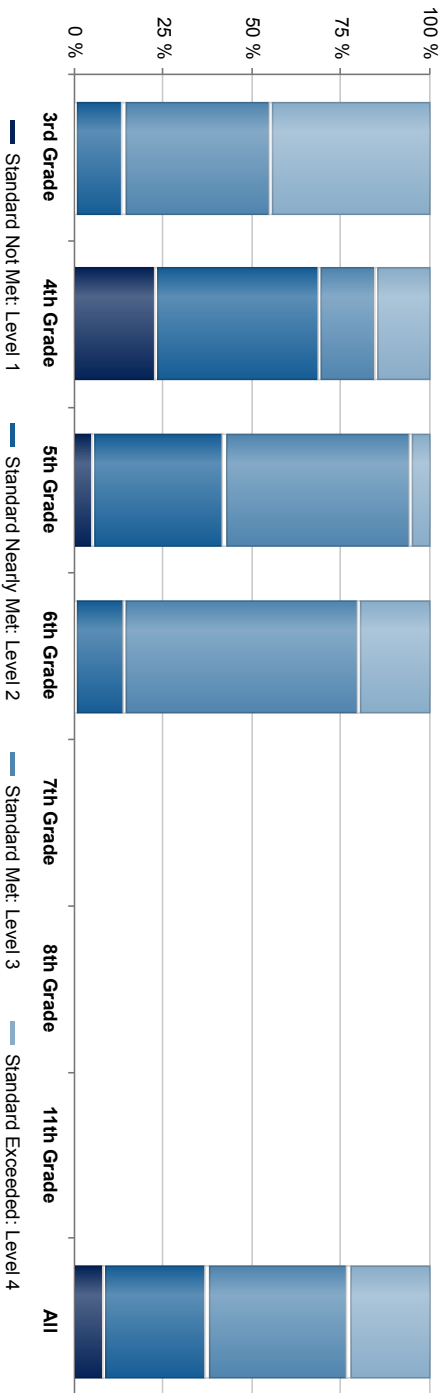
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	27	22	16	N/A	N/A	N/A	90
# of Students Tested ¹	24	26	19	15	N/A	N/A	N/A	84
# of Students With Scores ¹	24	26	19	15	N/A	N/A	N/A	84
Mean Scale Score	2489.8	2451.5	2514.0	2576.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	46 %	15 %	5 %	20 %	N/A	N/A	N/A	23 %
Standard Met: Level 3 ¹	42 %	15 %	53 %	67 %	N/A	N/A	N/A	40 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	13 %	46 %	37 %	13 %	N/A	N/A	N/A	29 %
Standard Not Met: Level 1 ⁽¹⁾	0 %	23 %	5 %	0 %	N/A	N/A	N/A	8 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	21 %	15 %	21 %	13 %	N/A	N/A	N/A	18 %
Near Standard ⁽¹⁾	75 %	54 %	63 %	67 %	N/A	N/A	N/A	64 %
Below Standard ⁽¹⁾	4 %	31 %	16 %	20 %	N/A	N/A	N/A	18 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	54 %	8 %	26 %	33 %	N/A	N/A	N/A	30 %
Near Standard ⁽¹⁾	42 %	69 %	68 %	67 %	N/A	N/A	N/A	61 %
Below Standard ⁽¹⁾	4 %	23 %	5 %	0 %	N/A	N/A	N/A	10 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	38 %	15 %	11 %	20 %	N/A	N/A	N/A	21 %
Near Standard 	58 %	69 %	74 %	80 %	N/A	N/A	N/A	69 %
Below Standard 	4 %	15 %	16 %	0 %	N/A	N/A	N/A	10 %

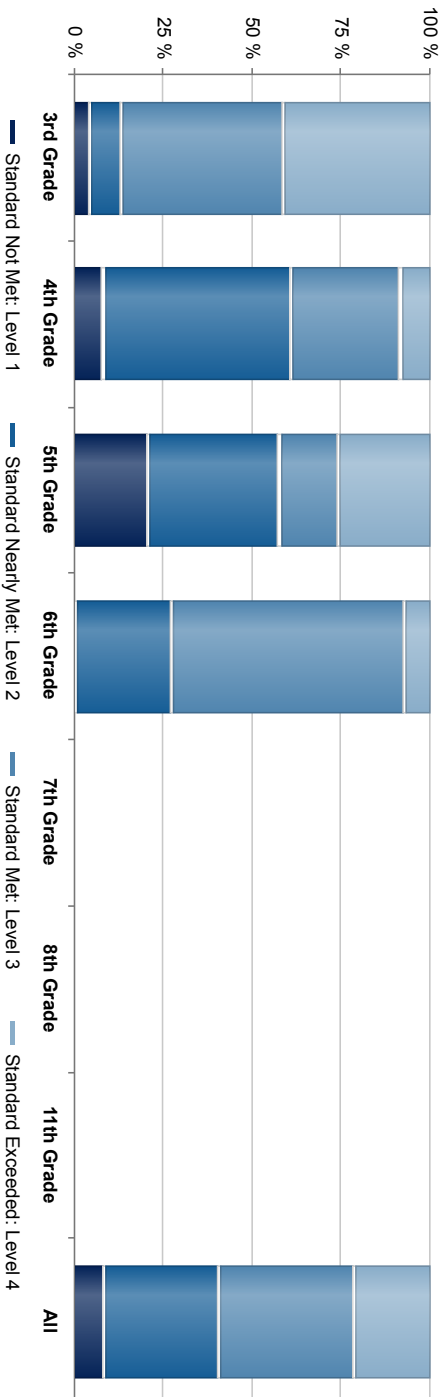
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	54 %	15 %	42 %	47 %	N/A	N/A	N/A	38 %
Near Standard 	46 %	50 %	53 %	53 %	N/A	N/A	N/A	50 %
Below Standard 	0 %	35 %	5 %	0 %	N/A	N/A	N/A	12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	27	22	16	N/A	N/A	N/A	90
# of Students Tested ¹	24	26	19	15	N/A	N/A	N/A	84
# of Students With Scores ¹	24	26	19	15	N/A	N/A	N/A	84
Mean Scale Score	2498.5	2476.4	2511.8	2563.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	42 %	8 %	26 %	7 %	N/A	N/A	N/A	21 %
Standard Met: Level 3 ¹	46 %	31 %	16 %	67 %	N/A	N/A	N/A	38 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	8 %	54 %	37 %	27 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	4 %	8 %	21 %	0 %	N/A	N/A	N/A	8 %

Mathematics Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	63 %	19 %	26 %	27 %	N/A	N/A	N/A	35 %
Near Standard 1	33 %	38 %	42 %	60 %	N/A	N/A	N/A	42 %
Below Standard 1	4 %	42 %	32 %	13 %	N/A	N/A	N/A	24 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	63 %	27 %	32 %	7 %	N/A	N/A	N/A	35 %
Near Standard 1	38 %	69 %	42 %	93 %	N/A	N/A	N/A	58 %
Below Standard 1	0 %	4 %	26 %	0 %	N/A	N/A	N/A	7 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	54 %	8 %	21 %	7 %	N/A	N/A	N/A
Near Standard 	46 %	88 %	58 %	87 %	N/A	N/A	N/A	69 %
Below Standard 	0 %	4 %	21 %	7 %	N/A	N/A	N/A	7 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

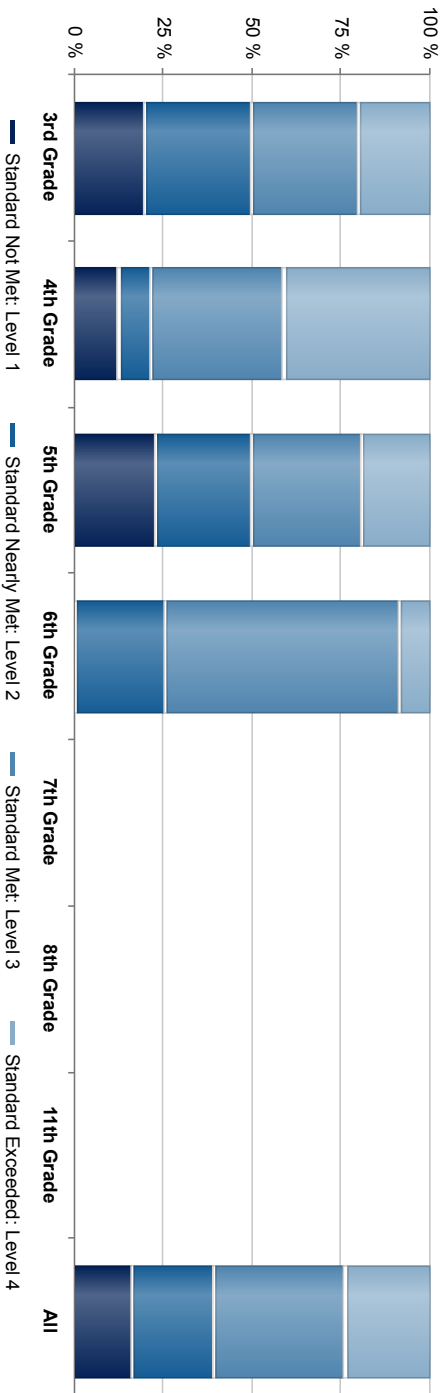
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	30	24	26	12	N/A	N/A	N/A	92
# of Students Tested ¹	30	24	26	12	N/A	N/A	N/A	92
# of Students With Scores ¹	30	24	26	12	N/A	N/A	N/A	92
Mean Scale Score	2436.2	2518.2	2512.6	2563.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.00 %	41.67 %	19.23 %	8.33 %	N/A	N/A	N/A	23.91 %
Standard Met: Level 3 ¹	30.00 %	37.50 %	30.77 %	66.67 %	N/A	N/A	N/A	36.96 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	30.00 %	8.33 %	26.92 %	25.00 %	N/A	N/A	N/A	22.83 %
Standard Not Met: Level 1 ¹	20.00 %	12.50 %	23.08 %	0.00 %	N/A	N/A	N/A	16.30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.67 %	45.83 %	23.08 %	8.33 %	N/A	N/A	N/A	28.26 %
Near Standard ¹	40.00 %	50.00 %	57.69 %	75.00 %	N/A	N/A	N/A	52.17 %
Below Standard ¹	33.33 %	4.17 %	19.23 %	16.67 %	N/A	N/A	N/A	19.57 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	30.00 %	41.67 %	23.08 %	25.00 %	N/A	N/A	N/A	30.43 %
Near Standard ¹	56.67 %	45.83 %	69.23 %	75.00 %	N/A	N/A	N/A	59.78 %
Below Standard ¹	13.33 %	12.50 %	7.69 %	0.00 %	N/A	N/A	N/A	9.78 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	20.00 %	33.33 %	23.08 %	16.67 %	N/A	N/A	N/A	23.91 %
Near Standard 	70.00 %	58.33 %	53.85 %	75.00 %	N/A	N/A	N/A	63.04 %
Below Standard 	10.00 %	8.33 %	23.08 %	8.33 %	N/A	N/A	N/A	13.04 %

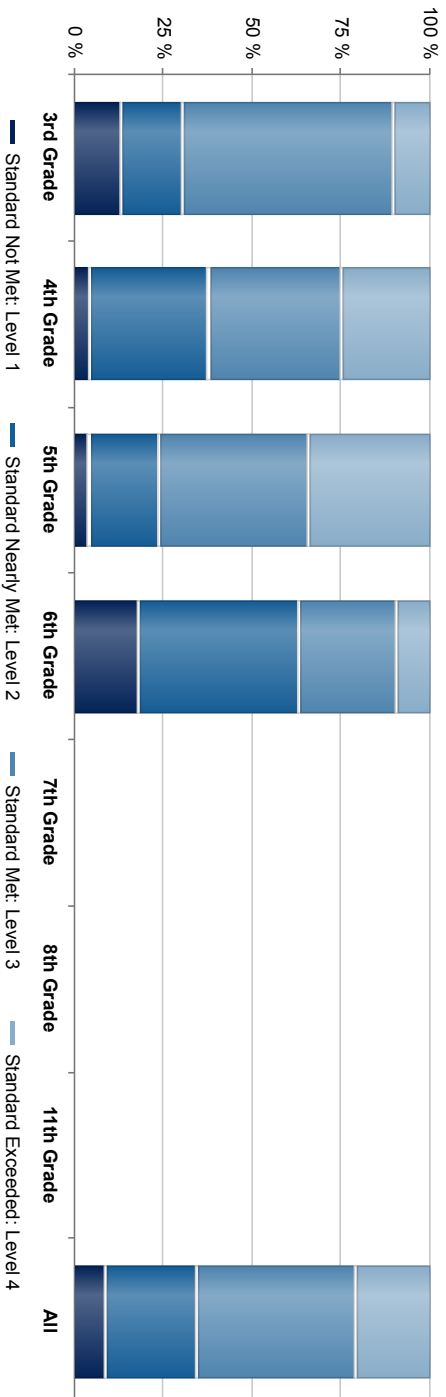
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	23.33 %	33.33 %	19.23 %	25.00 %	N/A	N/A	N/A	25.00 %
Near Standard 	56.67 %	54.17 %	61.54 %	75.00 %	N/A	N/A	N/A	59.78 %
Below Standard 	20.00 %	12.50 %	19.23 %	0.00 %	N/A	N/A	N/A	15.22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	7th Grade	8th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	30	24	26	12	N/A	N/A	N/A	N/A	N/A	92
# of Students Tested ¹	30	24	26	11	N/A	N/A	N/A	N/A	N/A	91
# of Students With Scores ¹	30	24	26	11	N/A	N/A	N/A	N/A	N/A	91
Mean Scale Score	2445.6	2512.3	2557.2	2533.6	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	10.00 %	25.00 %	34.62 %	9.09 %	N/A	N/A	N/A	N/A	N/A	20.88 %
Standard Met: Level 3 ¹	60.00 %	37.50 %	42.31 %	27.27 %	N/A	N/A	N/A	N/A	N/A	45.05 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	16.67 %	33.33 %	19.23 %	45.45 %	N/A	N/A	N/A	25.27 %
Standard Not Met: Level 1 1	13.33 %	4.17 %	3.85 %	18.18 %	N/A	N/A	N/A	8.79 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	10.00 %	37.50 %	42.31 %	18.18 %	N/A	N/A	N/A	27.47 %
Near Standard 1	73.33 %	50.00 %	53.85 %	54.55 %	N/A	N/A	N/A	59.34 %
Below Standard 1	16.67 %	12.50 %	3.85 %	27.27 %	N/A	N/A	N/A	13.19 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	26.67 %	29.17 %	42.31 %	9.09 %	N/A	N/A	N/A	29.67 %
Near Standard 1	63.33 %	58.33 %	50.00 %	63.64 %	N/A	N/A	N/A	58.24 %
Below Standard 1	10.00 %	12.50 %	7.69 %	27.27 %	N/A	N/A	N/A	12.09 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		11th Grade		All					
	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard	Above Standard	Near Standard	Below Standard		
	26.67 %	60.00 %	13.33 %	37.50 %	45.83 %	16.67 %	38.46 %	50.00 %	11.54 %	18.18 %	27.27 %	N/A	N/A	N/A	N/A	N/A	N/A	31.87 %	52.75 %	15.38 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

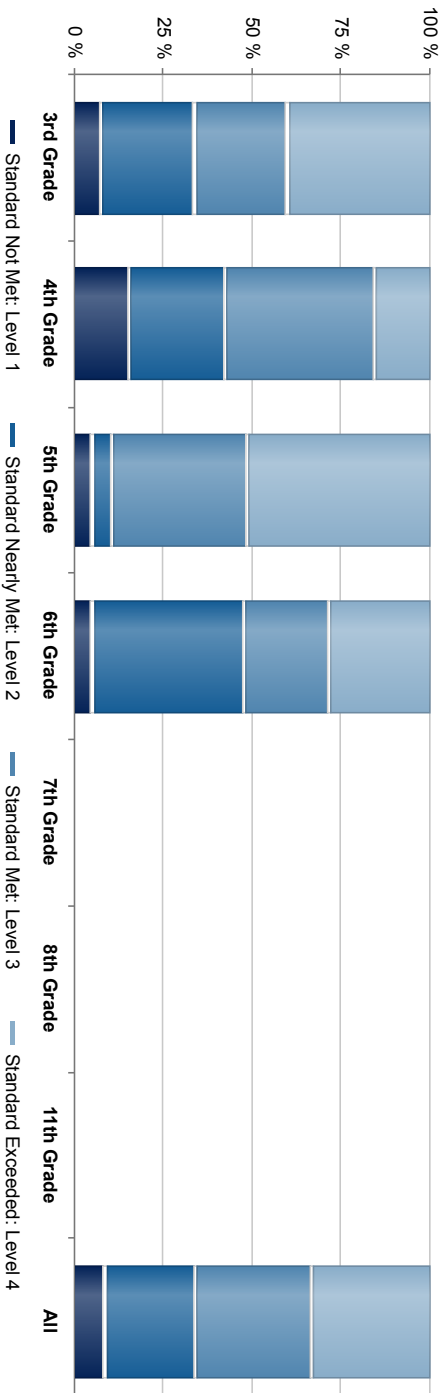
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	27	22	21	21	N/A	N/A	97
# of Students Tested ¹	27	26	21	21	21	N/A	N/A	95
# of Students With Scores ¹	27	26	21	21	21	N/A	N/A	95
Mean Scale Score	2465.6	2480.2	2589.7	2558.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	40.74 %	15.38 %	52.38 %	28.57 %	N/A	N/A	N/A	33.68 %
Standard Met: Level 3 ¹	25.93 %	42.31 %	38.10 %	23.81 %	N/A	N/A	N/A	32.63 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	25.93 %	26.92 %	4.76 %	42.86 %	N/A	N/A	N/A	25.26 %
Standard Not Met: Level 1 ¹	7.41 %	15.38 %	4.76 %	4.76 %	N/A	N/A	N/A	8.42 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	33.33 %	19.23 %	52.38 %	28.57 %	N/A	N/A	N/A	32.63 %
Near Standard ¹	55.56 %	69.23 %	33.33 %	38.10 %	N/A	N/A	N/A	50.53 %
Below Standard ¹	11.11 %	11.54 %	14.29 %	33.33 %	N/A	N/A	N/A	16.84 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	37.04 %	15.38 %	76.19 %	28.57 %	N/A	N/A	N/A	37.89 %
Near Standard ¹	48.15 %	57.69 %	19.05 %	61.90 %	N/A	N/A	N/A	47.37 %
Below Standard ¹	14.81 %	26.92 %	4.76 %	9.52 %	N/A	N/A	N/A	14.74 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18.52 %	19.23 %	42.86 %	23.81 %	N/A	N/A	N/A	25.26 %
Near Standard 	74.07 %	73.08 %	47.62 %	57.14 %	N/A	N/A	N/A	64.21 %
Below Standard 	7.41 %	7.69 %	9.52 %	19.05 %	N/A	N/A	N/A	10.53 %

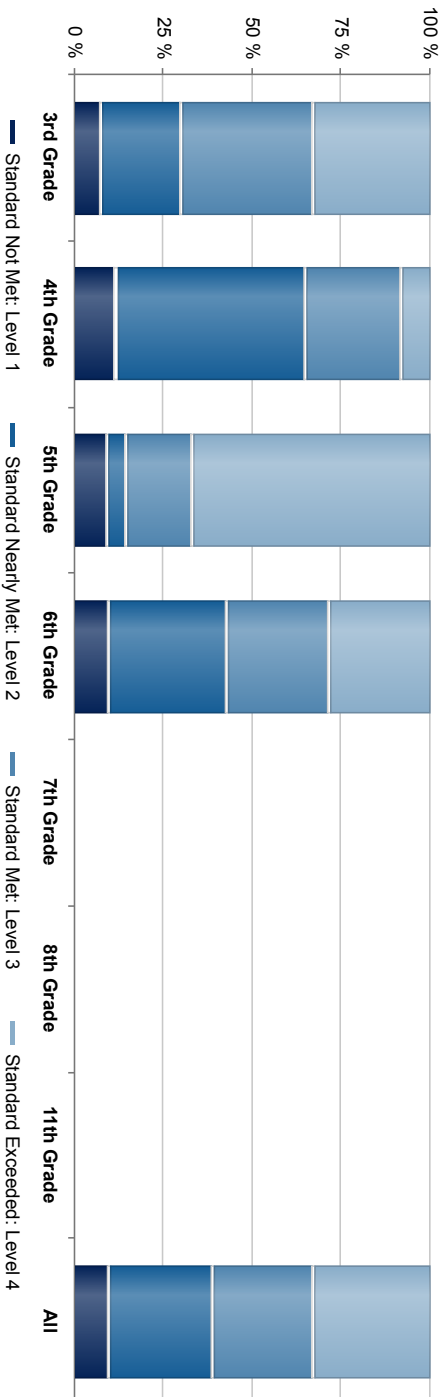
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	37.04 %	15.38 %	66.67 %	33.33 %	N/A	N/A	N/A	36.84 %
Near Standard 	51.85 %	69.23 %	28.57 %	61.90 %	N/A	N/A	N/A	53.68 %
Below Standard 	11.11 %	15.38 %	4.76 %	4.76 %	N/A	N/A	N/A	9.47 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	27	22	21	21	N/A	N/A	97
# of Students Tested ¹	27	26	22	21	21	N/A	N/A	96
# of Students With Scores ¹	27	26	22	21	21	N/A	N/A	96
Mean Scale Score	2470.0	2468.6	2583.5	2568.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	33.33 %	7.69 %	68.18 %	28.57 %	N/A	N/A	N/A	33.33 %
Standard Met: Level 3 ¹	37.04 %	26.92 %	18.18 %	28.57 %	N/A	N/A	N/A	28.13 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	22.22 %	53.85 %	4.55 %	33.33 %	N/A	N/A	N/A	29.17 %
Standard Not Met: Level 1 1	7.41 %	11.54 %	9.09 %	9.52 %	N/A	N/A	N/A	9.38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	48.15 %	7.69 %	72.73 %	33.33 %	N/A	N/A	N/A	39.58 %
Near Standard 1	40.74 %	57.69 %	13.64 %	57.14 %	N/A	N/A	N/A	42.71 %
Below Standard 1	11.11 %	34.62 %	13.64 %	9.52 %	N/A	N/A	N/A	17.71 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	48.15 %	11.54 %	63.64 %	23.81 %	N/A	N/A	N/A	36.46 %
Near Standard 1	44.44 %	53.85 %	27.27 %	57.14 %	N/A	N/A	N/A	45.83 %
Below Standard 1	7.41 %	34.62 %	9.09 %	19.05 %	N/A	N/A	N/A	17.71 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	51.85 %	7.69 %	59.09 %	28.57 %	N/A	N/A	N/A
Near Standard 	37.04 %	65.38 %	31.82 %	57.14 %	N/A	N/A	N/A	47.92 %
Below Standard 	11.11 %	26.92 %	9.09 %	14.29 %	N/A	N/A	N/A	15.63 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group:

[Apply Selections](#)

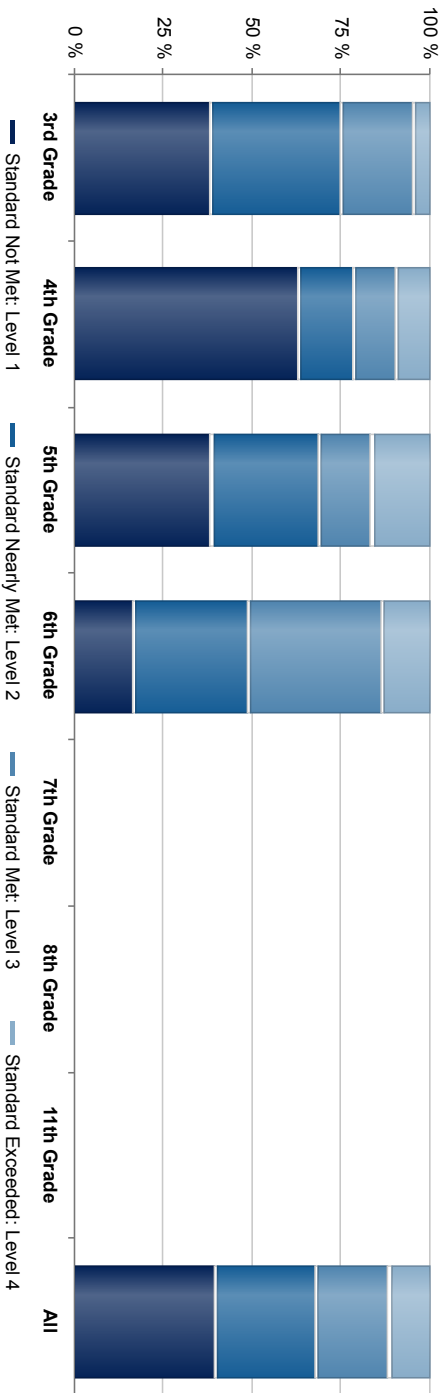
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	50	53	56	48	N/A	N/A	N/A	207
Number of Students Tested ¹	49	53	56	47	N/A	N/A	N/A	205
Number of Students With Scores ¹	49	53	56	47	N/A	N/A	N/A	205
Mean Scale Score	2376.6	2402.1	2471.1	2526.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	4%	9%	16%	13%	N/A	N/A	N/A	11%
Standard Met: Level 3 ¹	20%	11%	14%	38%	N/A	N/A	N/A	20%

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	37 %	15 %	30 %	32 %	N/A	N/A	N/A	28 %
Standard Not Met: Level 1 ¹	39 %	64 %	39 %	17 %	N/A	N/A	N/A	40 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	6 %	8 %	16 %	17 %	N/A	N/A	N/A	12 %
At or Near Standard ¹	37 %	38 %	41 %	53 %	N/A	N/A	N/A	42 %
Below Standard ¹	57 %	55 %	43 %	30 %	N/A	N/A	N/A	46 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	6 %	9 %	18 %	23 %	N/A	N/A	N/A	14 %
At or Near Standard ¹	51 %	38 %	41 %	60 %	N/A	N/A	N/A	47 %
Below Standard ¹	43 %	53 %	41 %	17 %	N/A	N/A	N/A	39 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6 %	8 %	14 %	9 %	N/A	N/A	N/A	9 %
At or Near Standard 	69 %	51 %	55 %	79 %	N/A	N/A	N/A	63 %
Below Standard 	24 %	42 %	30 %	13 %	N/A	N/A	N/A	28 %

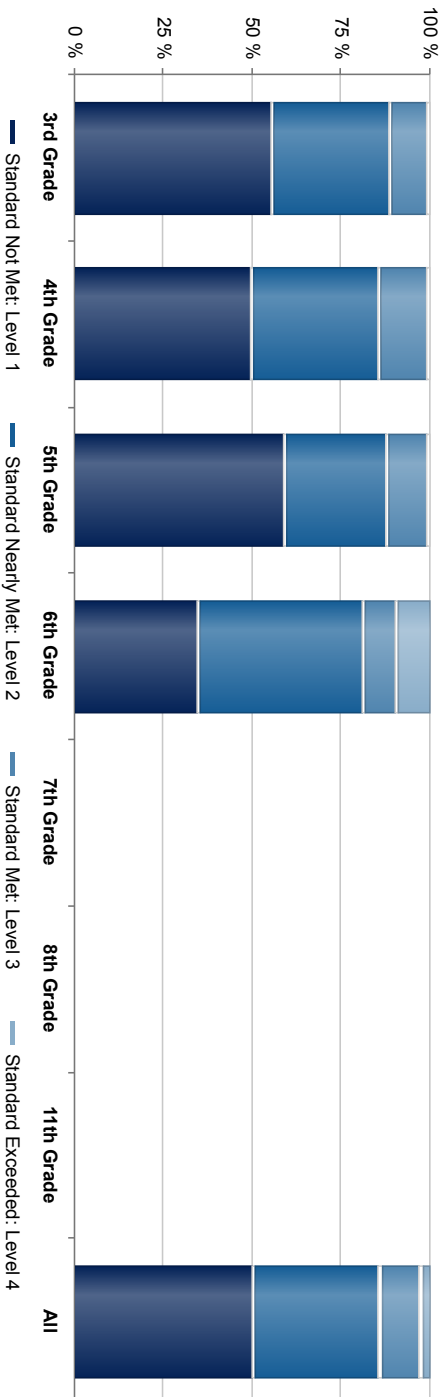
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6 %	4 %	13 %	21 %	N/A	N/A	N/A	11 %
At or Near Standard 	51 %	42 %	66 %	60 %	N/A	N/A	N/A	55 %
Below Standard 	43 %	55 %	21 %	19 %	N/A	N/A	N/A	35 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	50	53	56	48	N/A	N/A	N/A	207
Number of Students Tested ¹	49	53	56	47	N/A	N/A	N/A	205
Number of Students With Scores ¹	49	53	56	47	N/A	N/A	N/A	205
Mean Scale Score	2361.0	2409.2	2425.0	2492.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	0 %	0 %	0 %	9 %	N/A	N/A	N/A	2 %
Standard Met: Level 3 ¹	10 %	13 %	11 %	9 %	N/A	N/A	N/A	11 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	33 %	36 %	29 %	47 %	N/A	N/A	N/A	36 %
Standard Not Met: Level 1 	57 %	51 %	61 %	36 %	N/A	N/A	N/A	52 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	0 %	2 %	4 %	9 %	N/A	N/A	N/A	3 %
	At or Near Standard 	29 %	26 %	18 %	36 %	N/A	N/A	N/A	27 %
	Below Standard 	71 %	72 %	79 %	55 %	N/A	N/A	N/A	70 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	2 %	2 %	7 %	13 %	N/A	N/A	N/A	6 %
	At or Near Standard 	41 %	42 %	36 %	49 %	N/A	N/A	N/A	41 %
	Below Standard 	57 %	57 %	57 %	38 %	N/A	N/A	N/A	53 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	4 %	0 %	2 %	9 %	N/A	N/A	N/A	3 %
At or Near Standard 	55 %	40 %	43 %	62 %	N/A	N/A	N/A	49 %
Below Standard 	41 %	60 %	55 %	30 %	N/A	N/A	N/A	47 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

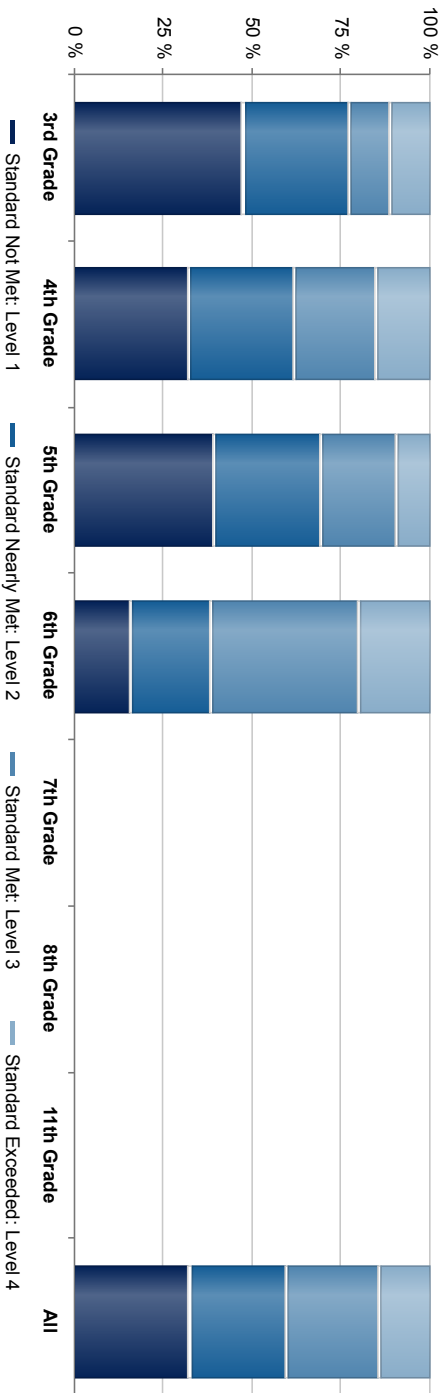
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	40	42	44	57	N/A	N/A	N/A	183
# of Students Tested ¹	37	40	43	55	N/A	N/A	N/A	175
# of Students With Scores ¹	37	40	43	55	N/A	N/A	N/A	175
Mean Scale Score	2373.0	2449.8	2469.4	2542.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	11 %	15 %	9 %	20 %	N/A	N/A	N/A	14 %
Standard Met: Level 3 ¹	11 %	23 %	21 %	42 %	N/A	N/A	N/A	26 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	30 %	30 %	30 %	22 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 ¹	49 %	33 %	40 %	16 %	N/A	N/A	N/A	33 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	8 %	10 %	9 %	22 %	N/A	N/A	N/A	13 %
Near Standard ¹	41 %	60 %	47 %	49 %	N/A	N/A	N/A	49 %
Below Standard ¹	51 %	30 %	44 %	29 %	N/A	N/A	N/A	38 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	5 %	10 %	14 %	33 %	N/A	N/A	N/A	17 %
Near Standard ¹	43 %	58 %	47 %	51 %	N/A	N/A	N/A	50 %
Below Standard ¹	51 %	33 %	40 %	16 %	N/A	N/A	N/A	33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	8 %	18 %	7 %	18 %	N/A	N/A	N/A	13 %
Near Standard 	62 %	73 %	60 %	73 %	N/A	N/A	N/A	67 %
Below Standard 	30 %	10 %	33 %	9 %	N/A	N/A	N/A	19 %

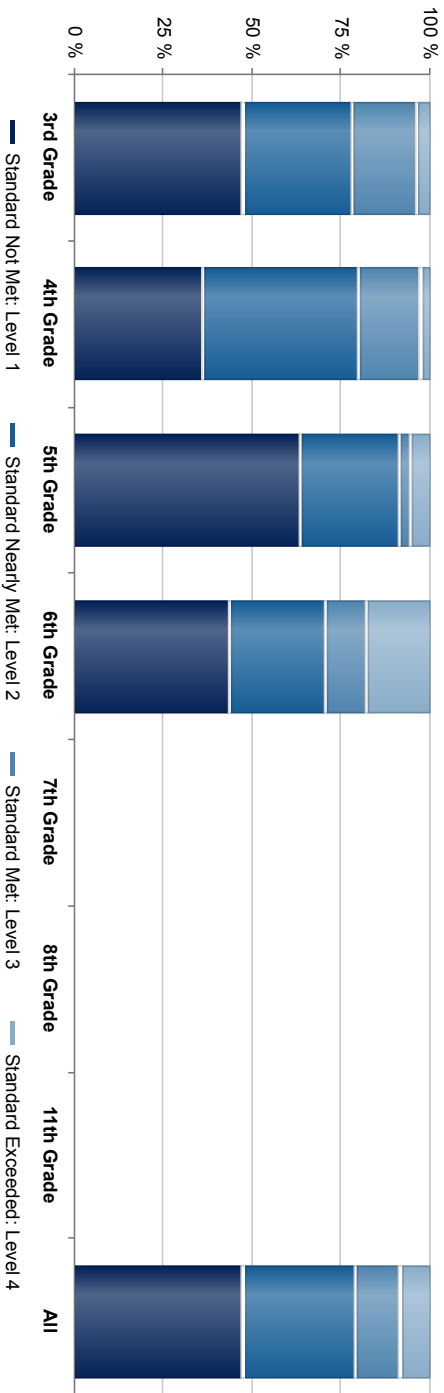
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	8 %	15 %	14 %	33 %	N/A	N/A	N/A	19 %
Near Standard 	46 %	65 %	70 %	55 %	N/A	N/A	N/A	59 %
Below Standard 	46 %	20 %	16 %	13 %	N/A	N/A	N/A	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	7th Grade	8th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	40	42	44	57	N/A	N/A	N/A	N/A	N/A	183
# of Students Tested ¹	39	41	43	56	N/A	N/A	N/A	N/A	N/A	179
# of Students With Scores ¹	39	41	43	56	N/A	N/A	N/A	N/A	N/A	179
Mean Scale Score	2381.7	2428.8	2440.9	2494.1	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	3%	2%	5%	18%	N/A	N/A	N/A	N/A	N/A	8%
Standard Met: Level 3 ¹	18%	17%	2%	11%	N/A	N/A	N/A	N/A	N/A	12%



Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	31 %	44 %	28 %	27 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	49 %	37 %	65 %	45 %	N/A	N/A	N/A	49 %

Mathematics Scale Score Ranges



Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	13 %	7 %	2 %	21 %	N/A	N/A	N/A	12 %
 Near Standard 1	33 %	29 %	21 %	25 %	N/A	N/A	N/A	27 %
 Below Standard 1	54 %	63 %	77 %	54 %	N/A	N/A	N/A	61 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	5 %	10 %	7 %	14 %	N/A	N/A	N/A	9 %
 Near Standard 1	38 %	39 %	30 %	46 %	N/A	N/A	N/A	39 %
 Below Standard 1	56 %	51 %	63 %	39 %	N/A	N/A	N/A	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	5 %	7 %	5 %	20 %	N/A	N/A	N/A
Near Standard 	56 %	49 %	40 %	46 %	N/A	N/A	N/A	47 %
Below Standard 	38 %	44 %	56 %	34 %	N/A	N/A	N/A	42 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

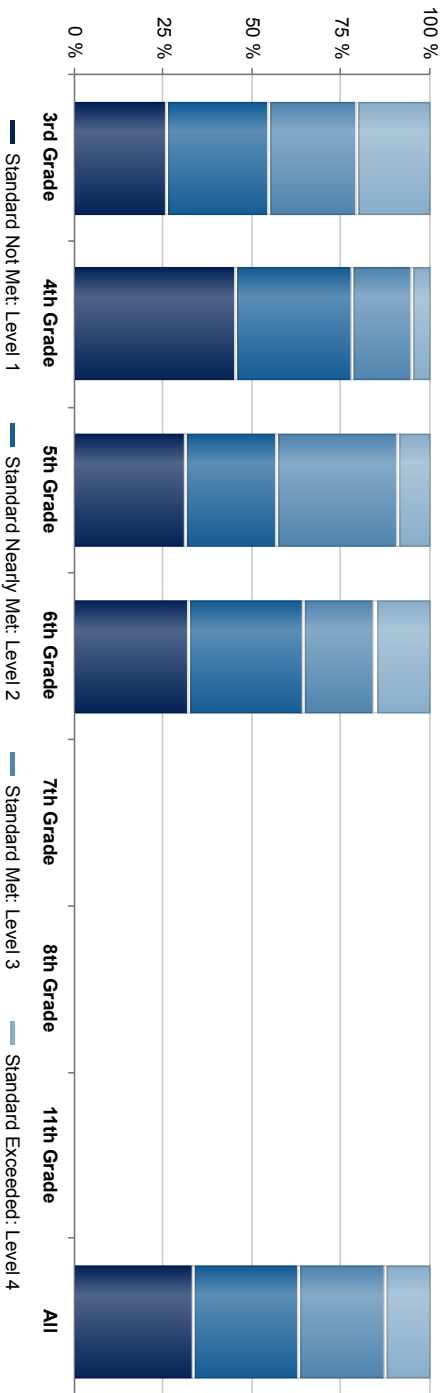
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	51	44	47	48	N/A	N/A	N/A	190
# of Students Tested ¹	49	43	47	46	N/A	N/A	N/A	185
# of Students With Scores ¹	49	43	47	46	N/A	N/A	N/A	185
Mean Scale Score	2417.3	2412.0	2479.7	2510.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.41 %	4.65 %	8.51 %	15.22 %	N/A	N/A	N/A	12.43 %
Standard Met: Level 3 ¹	24.49 %	16.28 %	34.04 %	19.57 %	N/A	N/A	N/A	23.78 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	28.57 %	32.56 %	25.53 %	32.61 %	N/A	N/A	N/A	29.73 %
Standard Not Met: Level 1 ¹	26.53 %	46.51 %	31.91 %	32.61 %	N/A	N/A	N/A	34.05 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14.29 %	6.98 %	14.89 %	19.57 %	N/A	N/A	N/A	14.05 %
Near Standard ¹	38.78 %	44.19 %	53.19 %	43.48 %	N/A	N/A	N/A	44.86 %
Below Standard ¹	46.94 %	48.84 %	31.91 %	36.96 %	N/A	N/A	N/A	41.08 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	30.61 %	4.65 %	17.02 %	15.22 %	N/A	N/A	N/A	17.30 %
Near Standard ¹	44.90 %	55.81 %	59.57 %	45.65 %	N/A	N/A	N/A	51.35 %
Below Standard ¹	24.49 %	39.53 %	23.40 %	39.13 %	N/A	N/A	N/A	31.35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	16.33 %	2.33 %	14.89 %	15.22 %	N/A	N/A	N/A	12.43 %
Near Standard ⁽¹⁾	65.31 %	48.84 %	59.57 %	63.04 %	N/A	N/A	N/A	59.46 %
Below Standard ⁽¹⁾	18.37 %	48.84 %	25.53 %	21.74 %	N/A	N/A	N/A	28.11 %

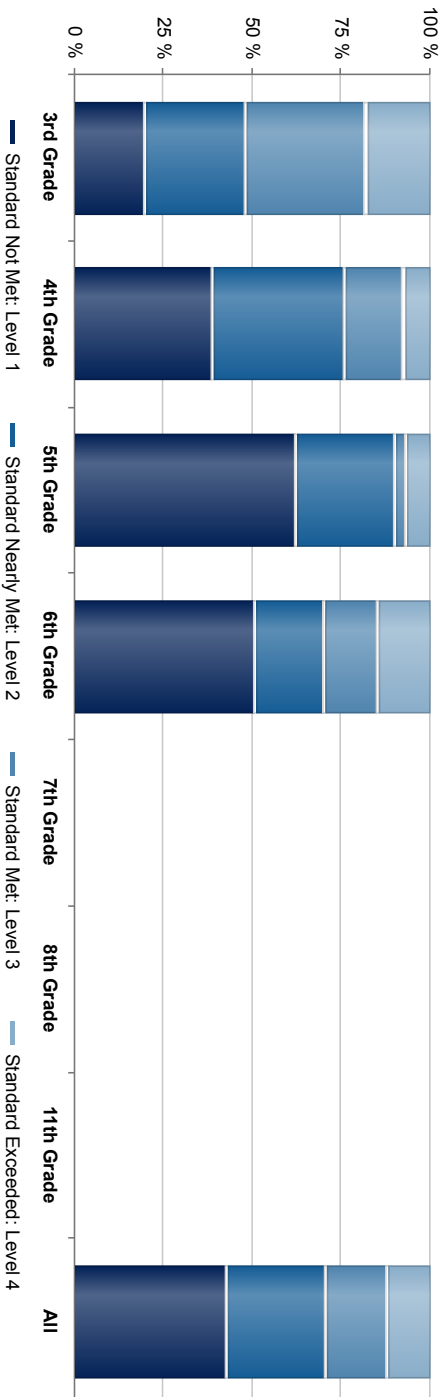
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	36.73 %	9.30 %	12.77 %	21.74 %	N/A	N/A	N/A	20.54 %
Near Standard ⁽¹⁾	46.94 %	53.49 %	55.32 %	52.17 %	N/A	N/A	N/A	51.89 %
Below Standard ⁽¹⁾	16.33 %	37.21 %	31.91 %	26.09 %	N/A	N/A	N/A	27.57 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	51	44	47	48	N/A	N/A	N/A	190
# of Students Tested ¹	50	43	47	48	N/A	N/A	N/A	188
# of Students With Scores ¹	50	43	47	48	N/A	N/A	N/A	188
Mean Scale Score	2435.8	2432.5	2442.1	2479.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	18.00 %	6.98 %	6.38 %	14.58 %	N/A	N/A	N/A	11.70 %
Standard Met: Level 3 ¹	34.00 %	16.28 %	2.13 %	14.58 %	N/A	N/A	N/A	17.02 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	28.00 %	37.21 %	27.66 %	18.75 %	N/A	N/A	N/A	27.66 %
Standard Not Met: Level 1 1	20.00 %	39.53 %	63.83 %	52.08 %	N/A	N/A	N/A	43.62 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	26.00 %	13.95 %	6.38 %	18.75 %	N/A	N/A	N/A	16.49 %
 Near Standard 1	42.00 %	27.91 %	14.89 %	20.83 %	N/A	N/A	N/A	26.60 %
 Below Standard 1	32.00 %	58.14 %	78.72 %	60.42 %	N/A	N/A	N/A	56.91 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	30.00 %	4.65 %	6.38 %	8.33 %	N/A	N/A	N/A	12.77 %
 Near Standard 1	58.00 %	39.53 %	44.68 %	35.42 %	N/A	N/A	N/A	44.68 %
 Below Standard 1	12.00 %	55.81 %	48.94 %	56.25 %	N/A	N/A	N/A	42.55 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	28.00 %	9.30 %	4.26 %	18.75 %	N/A	N/A	N/A
Near Standard 	48.00 %	27.91 %	44.68 %	29.17 %	N/A	N/A	N/A	37.77 %
Below Standard 	24.00 %	62.79 %	51.06 %	52.08 %	N/A	N/A	N/A	46.81 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

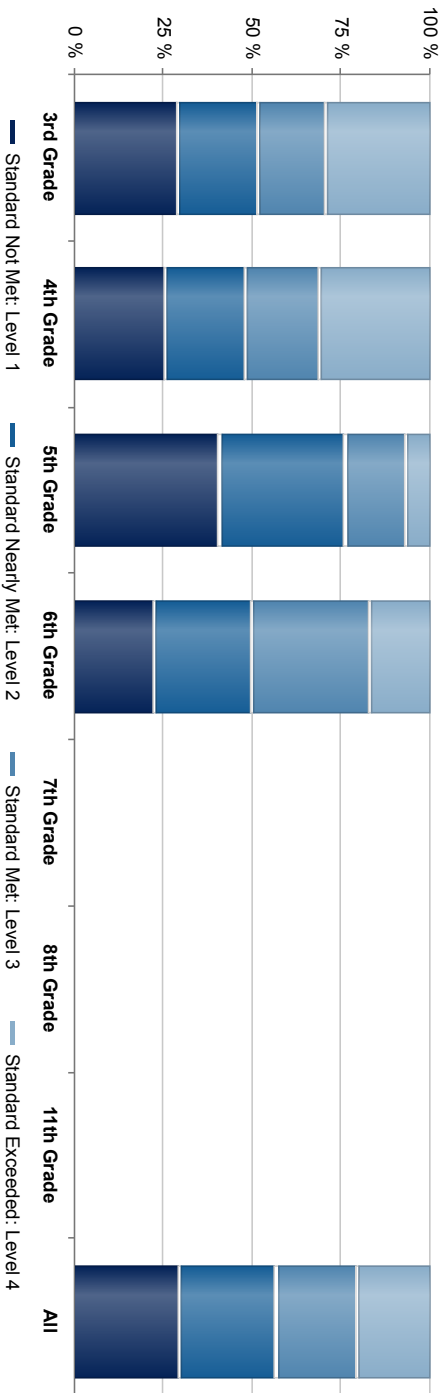
To learn more about the results displayed below, please visit [Understanding Results](#) page.

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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	28	56	49	48	48	N/A	N/A	181
# of Students Tested ¹	27	54	48	48	48	N/A	N/A	177
# of Students With Scores ¹	27	54	48	48	48	N/A	N/A	177
Mean Scale Score	2422.4	2475.4	2452.3	2531.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	29.63 %	31.48 %	6.25 %	16.67 %	N/A	N/A	N/A	20.34 %
Standard Met: Level 3 ¹	18.52 %	20.37 %	16.67 %	33.33 %	N/A	N/A	N/A	22.60 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	22.22 %	22.22 %	35.42 %	27.08 %	N/A	N/A	N/A	27.12 %
Standard Not Met: Level 1 ⁽¹⁾	29.63 %	25.93 %	41.67 %	22.92 %	N/A	N/A	N/A	29.94 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	11.11 %	27.78 %	10.42 %	33.33 %	N/A	N/A	N/A	22.03 %
Near Standard ⁽¹⁾	51.85 %	48.15 %	50.00 %	31.25 %	N/A	N/A	N/A	44.63 %
Below Standard ⁽¹⁾	37.04 %	24.07 %	39.58 %	35.42 %	N/A	N/A	N/A	33.33 %



WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	37.04 %	29.63 %	10.42 %	29.17 %	N/A	N/A	N/A	25.42 %
Near Standard ⁽¹⁾	37.04 %	48.15 %	52.08 %	45.83 %	N/A	N/A	N/A	46.89 %
Below Standard ⁽¹⁾	25.93 %	22.22 %	37.50 %	25.00 %	N/A	N/A	N/A	27.68 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18.52 %	18.52 %	10.42 %	14.58 %	N/A	N/A	N/A	15.25 %
Near Standard 	66.67 %	68.52 %	58.33 %	75.00 %	N/A	N/A	N/A	67.23 %
Below Standard 	14.81 %	12.96 %	31.25 %	10.42 %	N/A	N/A	N/A	17.51 %

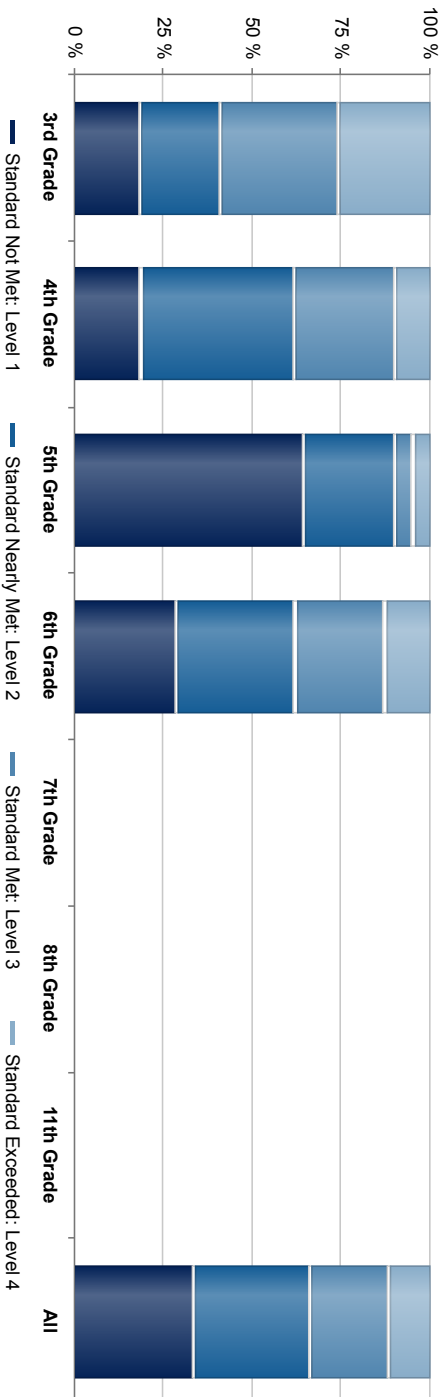
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	40.74 %	29.63 %	4.17 %	22.92 %	N/A	N/A	N/A	22.60 %
Near Standard 	40.74 %	40.74 %	56.25 %	54.17 %	N/A	N/A	N/A	48.59 %
Below Standard 	18.52 %	29.63 %	39.58 %	22.92 %	N/A	N/A	N/A	28.81 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	28	56	49	48	N/A	N/A	N/A	181
# of Students Tested ¹	27	53	47	48	N/A	N/A	N/A	175
# of Students With Scores ¹	27	53	47	48	N/A	N/A	N/A	175
Mean Scale Score	2450.3	2467.1	2423.5	2503.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	25.93 %	9.43 %	4.26 %	12.50 %	N/A	N/A	N/A	11.43 %
Standard Met: Level 3 ¹	33.33 %	28.30 %	4.26 %	25.00 %	N/A	N/A	N/A	21.71 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	22.22 %	43.40 %	25.53 %	33.33 %	N/A	N/A	N/A	32.57 %
Standard Not Met: Level 1 1	18.52 %	18.87 %	65.96 %	29.17 %	N/A	N/A	N/A	34.29 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	37.04 %	20.75 %	6.38 %	16.67 %	N/A	N/A	N/A	18.29 %
	Near Standard 1	29.63 %	43.40 %	10.64 %	41.67 %	N/A	N/A	N/A	32.00 %
	Below Standard 1	33.33 %	35.85 %	82.98 %	41.67 %	N/A	N/A	N/A	49.71 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	44.44 %	20.75 %	2.13 %	12.50 %	N/A	N/A	N/A	17.14 %
	Near Standard 1	37.04 %	50.94 %	25.53 %	41.67 %	N/A	N/A	N/A	39.43 %
	Below Standard 1	18.52 %	28.30 %	72.34 %	45.83 %	N/A	N/A	N/A	43.43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	40.74 %	16.98 %	4.26 %	16.67 %	N/A	N/A	N/A
Near Standard 	51.85 %	54.72 %	31.91 %	50.00 %	N/A	N/A	N/A	46.86 %
Below Standard 	7.41 %	28.30 %	63.83 %	33.33 %	N/A	N/A	N/A	36.00 %

[Mathematics Area Achievement Level Descriptors](#)



California Department of Education
 Analysis, Measurement, and Accountability Reporting Division
 Academic Accountability Unit

2015 Accountability Progress Reporting (APR) Local Educational Agency (LEA) List of Schools

LEA: Old Adobe Union
County: Sonoma
CDS Code: 49-70847-0000000

Type: Elementary District

Date: 6/30/2016

2015 APR Reports and Supplemental Information:
 --Select a Report--

Elementary Schools

Elementary Schools	CDS Code	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
La Tercera Elementary	49-70847-6051916	Yes	Yes	Yes	Yes	N/A	Year 3
Loma Vista Immersion Academy	49-70847-0127555	Yes	Yes	Yes	Yes	N/A	Not in PI
Miwok Valley Language Academy Charter	49-70847-6072136	Yes	Yes	Yes	Yes	N/A	Year 5
Old Adobe Elementary Charter	49-70847-6051924	Yes	Yes	Yes	Yes	N/A	Not Title 1
River Montessori Elementary Charter	49-70847-0119750	Yes	Yes	Yes	Yes	N/A	Not Title 1
Sonoma Mountain Elementary	49-70847-6114755	Yes	Yes	Yes	Yes	N/A	Not Title 1

Middle Schools

No Middle Schools in the District

High Schools

No High Schools in the District.

An "N/A" in the "Met Graduation Rate" or the "Met Attendance Rate" column means that the school or LEA was not required to meet the graduation rate or the attendance rate criteria.

Web Policy

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

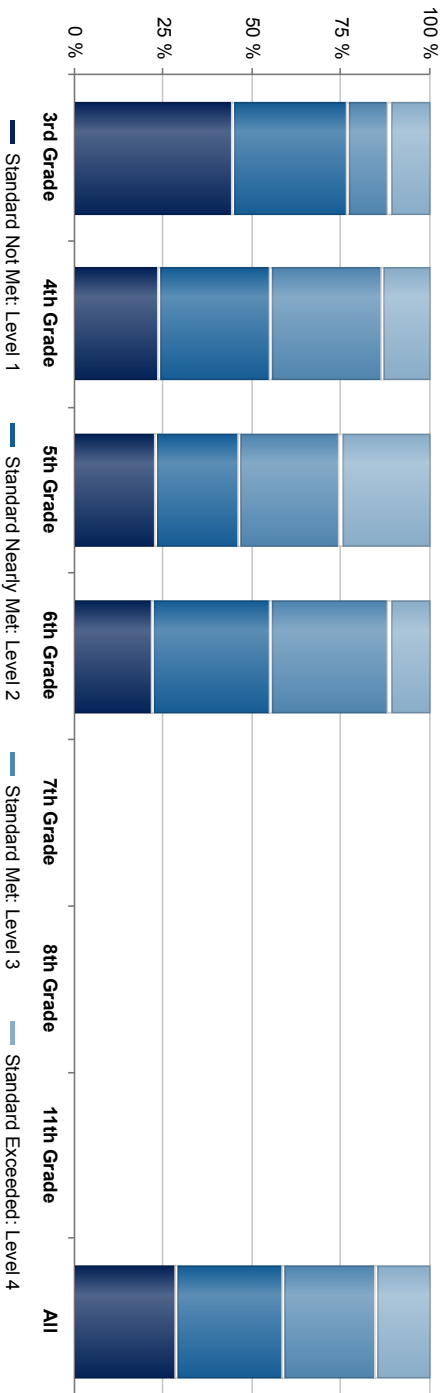
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	54	45	62	64	N/A	N/A	N/A	225
Number of Students Tested ¹	53	45	60	63	N/A	N/A	N/A	221
Number of Students With Scores ¹	53	45	60	63	N/A	N/A	N/A	221
Mean Scale Score	2384.2	2463.9	2504.2	2513.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	11 %	13 %	25 %	11 %	N/A	N/A	N/A	15 %
Standard Met: Level 3 ¹	11 %	31 %	28 %	33 %	N/A	N/A	N/A	26 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	32 %	31 %	23 %	33 %	N/A	N/A	N/A	30 %
Standard Not Met: Level 1 ¹	45 %	24 %	23 %	22 %	N/A	N/A	N/A	29 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	9 %	18 %	23 %	11 %	N/A	N/A	N/A	15 %
At or Near Standard ¹	32 %	51 %	47 %	57 %	N/A	N/A	N/A	47 %
Below Standard ¹	58 %	31 %	30 %	32 %	N/A	N/A	N/A	38 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	11 %	33 %	13 %	N/A	N/A	N/A	19 %
At or Near Standard ¹	47 %	69 %	40 %	60 %	N/A	N/A	N/A	53 %
Below Standard ¹	38 %	20 %	27 %	27 %	N/A	N/A	N/A	28 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	13 %	15 %	21 %	N/A	N/A	N/A	16 %
At or Near Standard 	62 %	67 %	60 %	62 %	N/A	N/A	N/A	62 %
Below Standard 	25 %	20 %	25 %	17 %	N/A	N/A	N/A	22 %

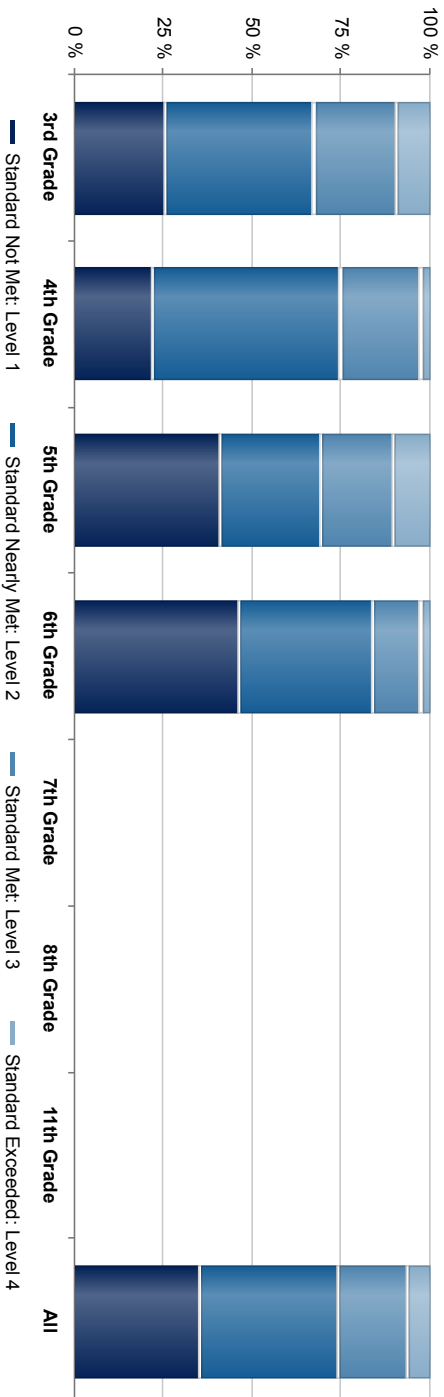
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	9 %	20 %	37 %	14 %	N/A	N/A	N/A	20 %
At or Near Standard 	57 %	64 %	48 %	67 %	N/A	N/A	N/A	59 %
Below Standard 	34 %	16 %	15 %	19 %	N/A	N/A	N/A	21 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution




[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	54	45	62	64	N/A	N/A	N/A	225
Number of Students Tested ¹	53	45	60	63	N/A	N/A	N/A	221
Number of Students With Scores ¹	53	45	60	63	N/A	N/A	N/A	221
Mean Scale Score	2416.2	2452.6	2478.4	2460.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9 %	2 %	10 %	2 %	N/A	N/A	N/A	6 %
Standard Met: Level 3 ¹	23 %	22 %	20 %	13 %	N/A	N/A	N/A	19 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	42 %	53 %	28 %	38 %	N/A	N/A	N/A	39 %
Standard Not Met: Level 1 	26 %	22 %	42 %	48 %	N/A	N/A	N/A	36 %

Mathematics Scale Score Ranges







Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	15 %	9 %	13 %	3 %	N/A	N/A	N/A	10 %
At or Near Standard 	40 %	53 %	37 %	30 %	N/A	N/A	N/A	39 %
Below Standard 	45 %	38 %	50 %	67 %	N/A	N/A	N/A	51 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	17 %	7 %	17 %	5 %	N/A	N/A	N/A	11 %
	At or Near Standard 	53 %	64 %	32 %	46 %	N/A	N/A	N/A	48 %
	Below Standard 	30 %	29 %	52 %	49 %	N/A	N/A	N/A	41 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	7 %	15 %	2 %	N/A	N/A	N/A	9 %
At or Near Standard 	70 %	58 %	45 %	51 %	N/A	N/A	N/A	55 %
Below Standard 	17 %	36 %	40 %	48 %	N/A	N/A	N/A	36 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

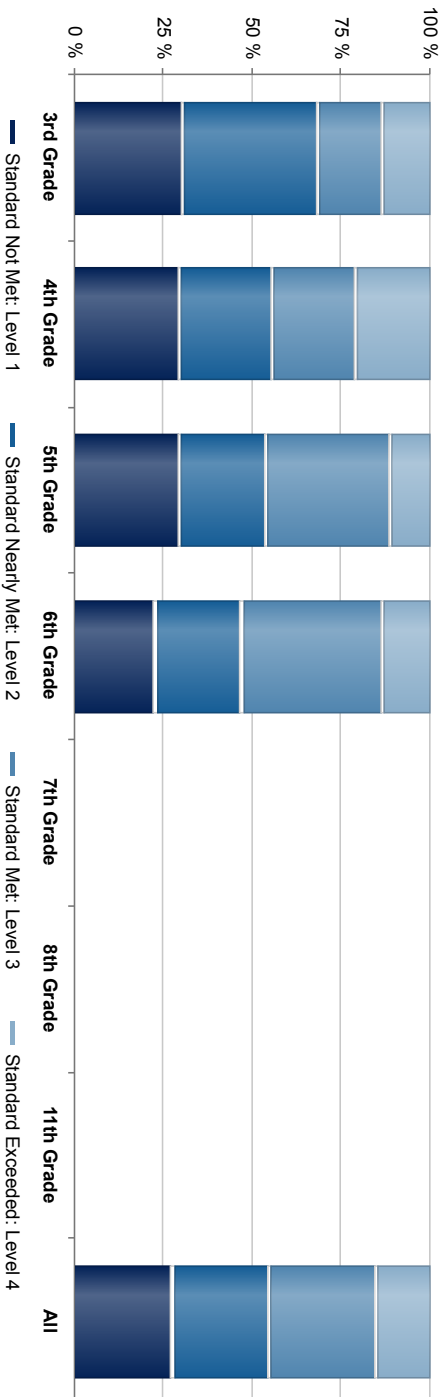
To learn more about the results displayed below, please visit [Understanding Results](#) page.

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Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	46	61	54	63	N/A	N/A	N/A	224
# of Students Tested ¹	45	61	54	62	N/A	N/A	N/A	222
# of Students With Scores ¹	45	61	54	62	N/A	N/A	N/A	222
Mean Scale Score	2403.1	2462.2	2484.8	2521.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	13 %	21 %	11 %	13 %	N/A	N/A	N/A	15 %
Standard Met: Level 3 ¹	18 %	23 %	35 %	40 %	N/A	N/A	N/A	30 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	38 %	26 %	24 %	24 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 ¹	31 %	30 %	30 %	23 %	N/A	N/A	N/A	28 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20 %	23 %	20 %	19 %	N/A	N/A	N/A	21 %
Near Standard ¹	38 %	43 %	41 %	47 %	N/A	N/A	N/A	42 %
Below Standard ¹	42 %	34 %	39 %	34 %	N/A	N/A	N/A	37 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	11 %	13 %	24 %	18 %	N/A	N/A	N/A	17 %
Near Standard ¹	49 %	59 %	48 %	48 %	N/A	N/A	N/A	51 %
Below Standard ¹	40 %	28 %	28 %	34 %	N/A	N/A	N/A	32 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	11 %	15 %	9 %	18 %	N/A	N/A	N/A	14 %
Near Standard 	69 %	61 %	78 %	73 %	N/A	N/A	N/A	70 %
Below Standard 	20 %	25 %	13 %	10 %	N/A	N/A	N/A	17 %

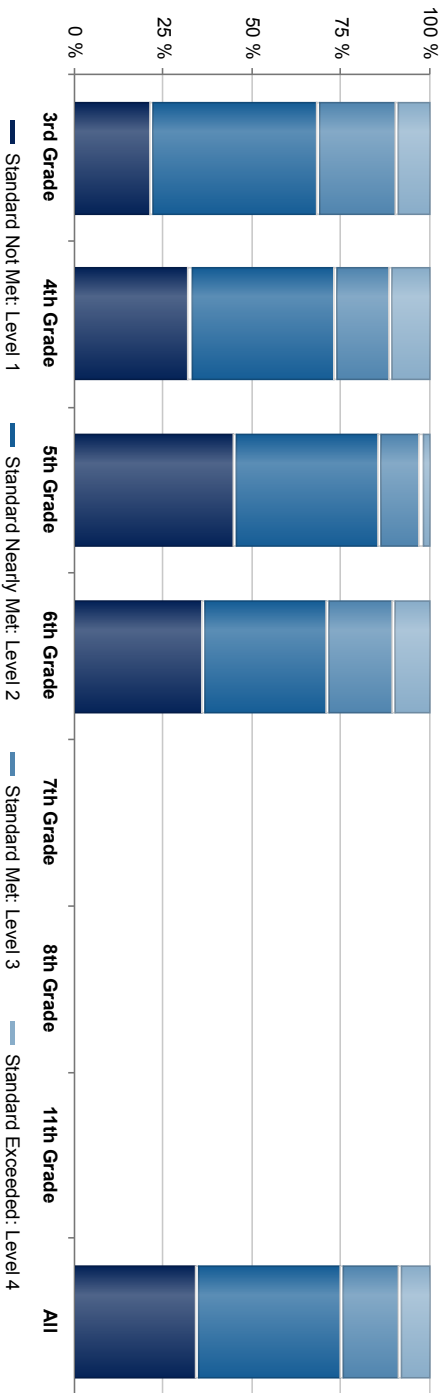
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	23 %	20 %	27 %	N/A	N/A	N/A	22 %
Near Standard 	56 %	49 %	59 %	60 %	N/A	N/A	N/A	56 %
Below Standard 	31 %	28 %	20 %	13 %	N/A	N/A	N/A	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	46	61	54	54	63	N/A	N/A	224
# of Students Tested ¹	45	61	54	54	62	N/A	N/A	222
# of Students With Scores ¹	45	61	54	54	62	N/A	N/A	222
Mean Scale Score	2412.9	2442.0	2465.2	2498.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9 %	11 %	2 %	10 %	N/A	N/A	N/A	8 %
Standard Met: Level 3 ¹	22 %	15 %	11 %	18 %	N/A	N/A	N/A	16 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	47 %	41 %	41 %	35 %	N/A	N/A	N/A	41 %
Standard Not Met: Level 1 1	22 %	33 %	46 %	37 %	N/A	N/A	N/A	35 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	20 %	16 %	4 %	11 %	N/A	N/A	N/A	13 %
 Near Standard 1	33 %	20 %	41 %	42 %	N/A	N/A	N/A	34 %
 Below Standard 1	47 %	64 %	56 %	47 %	N/A	N/A	N/A	54 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	13 %	13 %	2 %	8 %	N/A	N/A	N/A	9 %
 Near Standard 1	58 %	44 %	48 %	48 %	N/A	N/A	N/A	49 %
 Below Standard 1	29 %	43 %	50 %	44 %	N/A	N/A	N/A	42 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	13 %	21 %	4 %	11 %	N/A	N/A	N/A
Near Standard 	62 %	41 %	56 %	47 %	N/A	N/A	N/A	50 %
Below Standard 	24 %	38 %	41 %	42 %	N/A	N/A	N/A	37 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

[Apply Selections](#)

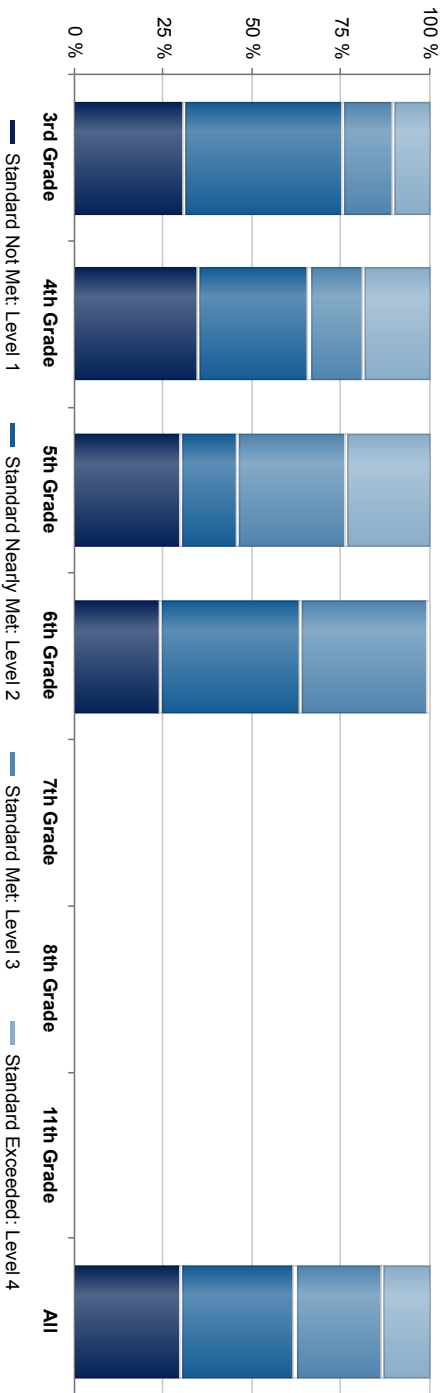
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	53	49	59	53	N/A	N/A	N/A	214
# of Students Tested ¹	51	48	59	53	N/A	N/A	N/A	211
# of Students With Scores ¹	51	48	59	53	N/A	N/A	N/A	211
Mean Scale Score	2394.8	2445.3	2501.1	2497.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9.80 %	18.75 %	23.73 %	0.00 %	N/A	N/A	N/A	13.27 %
Standard Met: Level 3 ¹	13.73 %	14.58 %	30.51 %	35.85 %	N/A	N/A	N/A	24.17 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	45.10 %	31.25 %	15.25 %	39.62 %	N/A	N/A	N/A	32.23 %
Standard Not Met: Level 1 ⁽¹⁾	31.37 %	35.42 %	30.51 %	24.53 %	N/A	N/A	N/A	30.33 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	9.80 %	10.42 %	22.03 %	7.55 %	N/A	N/A	N/A	12.80 %
Near Standard ⁽¹⁾	45.10 %	56.25 %	50.85 %	54.72 %	N/A	N/A	N/A	51.66 %
Below Standard ⁽¹⁾	45.10 %	33.33 %	27.12 %	37.74 %	N/A	N/A	N/A	35.55 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	5.88 %	18.75 %	30.51 %	11.32 %	N/A	N/A	N/A	17.06 %
Near Standard ⁽¹⁾	62.75 %	43.75 %	42.37 %	56.60 %	N/A	N/A	N/A	51.18 %
Below Standard ⁽¹⁾	31.37 %	37.50 %	27.12 %	32.08 %	N/A	N/A	N/A	31.75 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	5.88 %	14.58 %	13.56 %	13.21 %	N/A	N/A	N/A	11.85 %
Near Standard ⁽¹⁾	62.75 %	52.08 %	74.58 %	62.26 %	N/A	N/A	N/A	63.51 %
Below Standard ⁽¹⁾	31.37 %	33.33 %	11.86 %	24.53 %	N/A	N/A	N/A	24.64 %

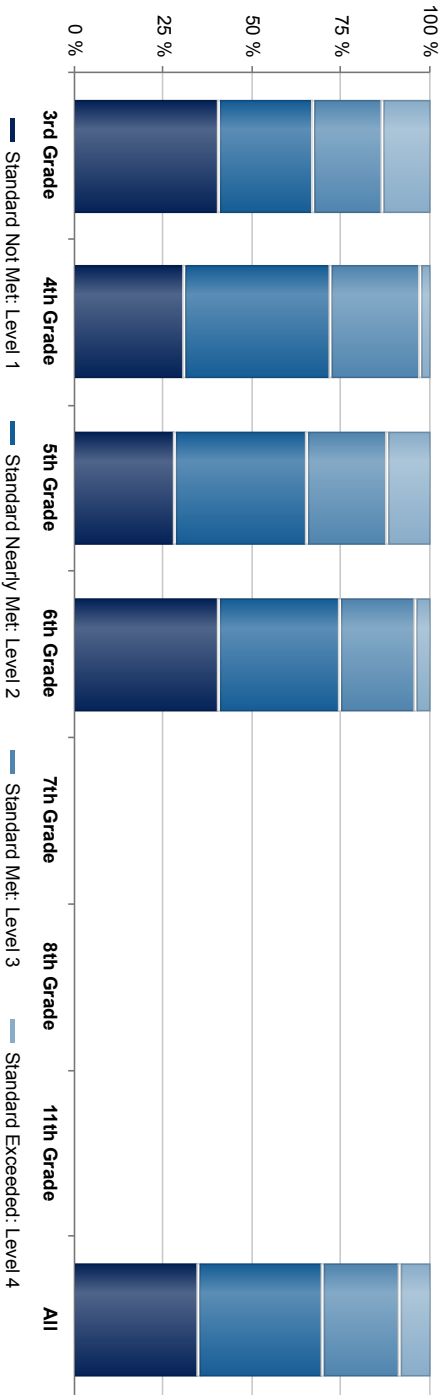
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	11.76 %	16.67 %	28.81 %	13.21 %	N/A	N/A	N/A	18.01 %
Near Standard ⁽¹⁾	56.86 %	60.42 %	50.85 %	58.49 %	N/A	N/A	N/A	56.40 %
Below Standard ⁽¹⁾	31.37 %	22.92 %	20.34 %	28.30 %	N/A	N/A	N/A	25.59 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	53	49	59	53	N/A	N/A	N/A	214
# of Students Tested ¹	53	48	59	53	N/A	N/A	N/A	213
# of Students With Scores ¹	53	48	59	53	N/A	N/A	N/A	213
Mean Scale Score	2400.5	2442.2	2489.7	2481.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	13.21 %	2.08 %	11.86 %	3.77 %	N/A	N/A	N/A	7.98 %
Standard Met: Level 3 ¹	18.87 %	25.00 %	22.03 %	20.75 %	N/A	N/A	N/A	21.60 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	26.42 %	41.67 %	37.29 %	33.96 %	N/A	N/A	N/A	34.74 %
Standard Not Met: Level 1 1	41.51 %	31.25 %	28.81 %	41.51 %	N/A	N/A	N/A	35.68 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	22.64 %	8.33 %	23.73 %	9.43 %	N/A	N/A	N/A	16.43 %
 Near Standard 1	26.42 %	41.67 %	33.90 %	33.96 %	N/A	N/A	N/A	33.80 %
 Below Standard 1	50.94 %	50.00 %	42.37 %	56.60 %	N/A	N/A	N/A	49.77 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	16.98 %	14.58 %	8.47 %	7.55 %	N/A	N/A	N/A	11.74 %
 Near Standard 1	41.51 %	43.75 %	52.54 %	50.94 %	N/A	N/A	N/A	47.42 %
 Below Standard 1	41.51 %	41.67 %	38.98 %	41.51 %	N/A	N/A	N/A	40.85 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	20.75 %	8.33 %	16.95 %	9.43 %	N/A	N/A	N/A
Near Standard 	50.94 %	58.33 %	52.54 %	49.06 %	N/A	N/A	N/A	52.58 %
Below Standard 	28.30 %	33.33 %	30.51 %	41.51 %	N/A	N/A	N/A	33.33 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Elementary Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

Apply Selections

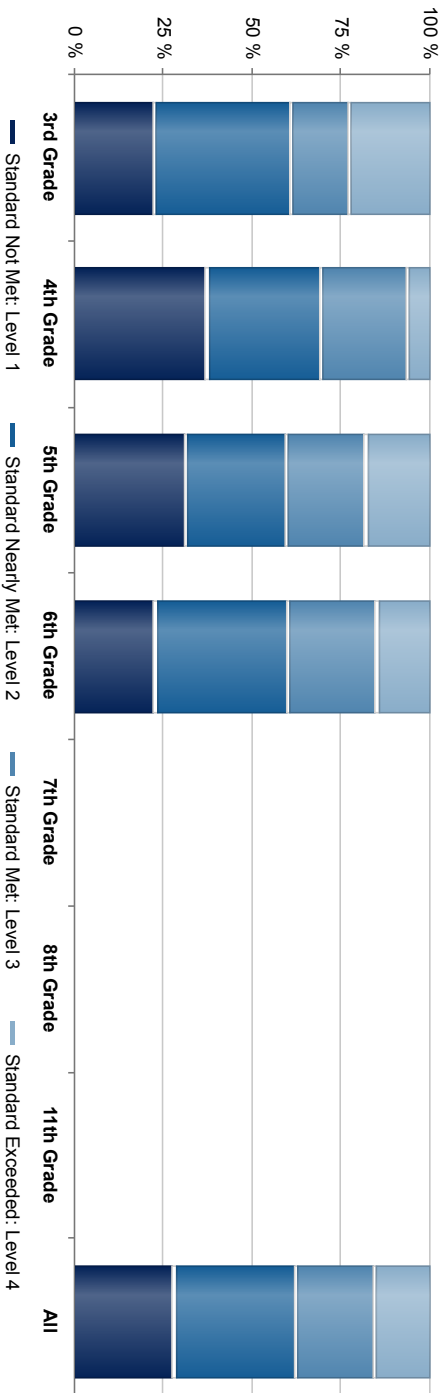
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	58	53	52	61	61	N/A	N/A	224
# of Students Tested ¹	57	50	50	61	61	N/A	N/A	218
# of Students With Scores ¹	57	50	50	61	61	N/A	N/A	218
Mean Scale Score	2427.3	2439.5	2487.9	2511.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	22.81 %	6.00 %	18.00 %	14.75 %	N/A	N/A	N/A	15.60 %
Standard Met: Level 3 ¹	15.79 %	24.00 %	22.00 %	24.59 %	N/A	N/A	N/A	21.56 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	38.60 %	32.00 %	28.00 %	37.70 %	N/A	N/A	N/A	34.40 %
Standard Not Met: Level 1 ⁽¹⁾	22.81 %	38.00 %	32.00 %	22.95 %	N/A	N/A	N/A	28.44 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	28.07 %	14.00 %	22.00 %	19.67 %	N/A	N/A	N/A	21.10 %
Near Standard ⁽¹⁾	43.86 %	46.00 %	44.00 %	42.62 %	N/A	N/A	N/A	44.04 %
Below Standard ⁽¹⁾	28.07 %	40.00 %	34.00 %	37.70 %	N/A	N/A	N/A	34.86 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	10.53 %	12.00 %	14.00 %	19.67 %	N/A	N/A	N/A	14.22 %
Near Standard ⁽¹⁾	57.89 %	54.00 %	50.00 %	54.10 %	N/A	N/A	N/A	54.13 %
Below Standard ⁽¹⁾	31.58 %	34.00 %	36.00 %	26.23 %	N/A	N/A	N/A	31.65 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15.79 %	6.00 %	12.00 %	13.11 %	N/A	N/A	N/A	11.93 %
Near Standard ¹	64.91 %	66.00 %	72.00 %	62.30 %	N/A	N/A	N/A	66.06 %
Below Standard ¹	19.30 %	28.00 %	16.00 %	24.59 %	N/A	N/A	N/A	22.02 %

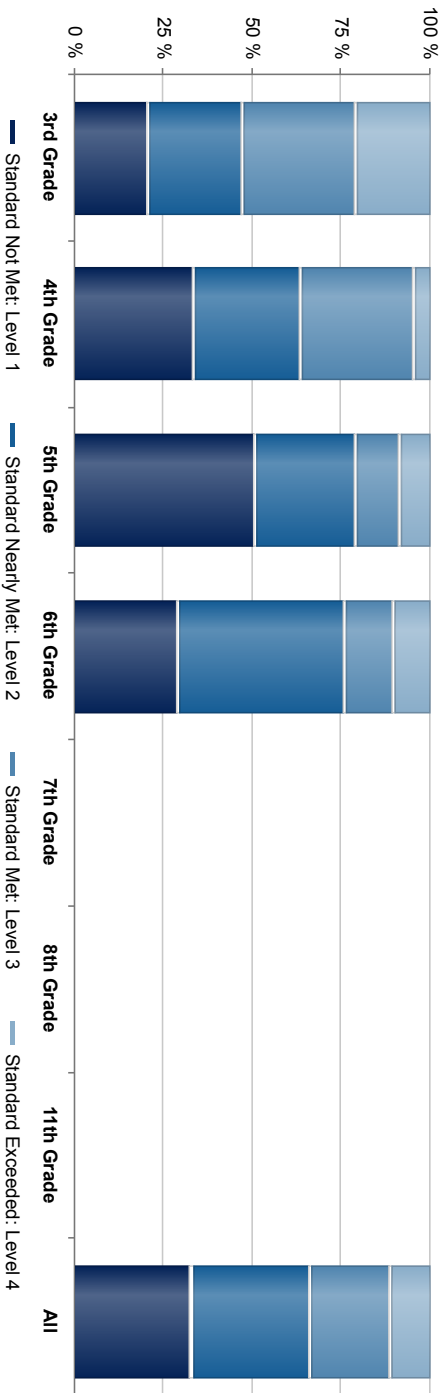
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	31.58 %	8.00 %	32.00 %	21.31 %	N/A	N/A	N/A	23.39 %
Near Standard ¹	54.39 %	68.00 %	54.00 %	60.66 %	N/A	N/A	N/A	59.17 %
Below Standard ¹	14.04 %	24.00 %	14.00 %	18.03 %	N/A	N/A	N/A	17.43 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	58	53	52	61	61	N/A	N/A	224
# of Students Tested ¹	57	50	50	61	61	N/A	N/A	218
# of Students With Scores ¹	57	50	50	61	61	N/A	N/A	218
Mean Scale Score	2442.8	2447.7	2455.3	2499.9	2499.9	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21.05 %	4.00 %	8.00 %	9.84 %	N/A	N/A	N/A	11.01 %
Standard Met: Level 3 ¹	31.58 %	32.00 %	12.00 %	13.11 %	N/A	N/A	N/A	22.02 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	26.32 %	30.00 %	28.00 %	47.54 %	N/A	N/A	N/A	33.49 %
Standard Not Met: Level 1 1	21.05 %	34.00 %	52.00 %	29.51 %	N/A	N/A	N/A	33.49 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	42.11 %	18.00 %	10.00 %	16.39 %	N/A	N/A	N/A	22.02 %
Near Standard 1	22.81 %	36.00 %	26.00 %	40.98 %	N/A	N/A	N/A	31.65 %
Below Standard 1	35.09 %	46.00 %	64.00 %	42.62 %	N/A	N/A	N/A	46.33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	28.07 %	18.00 %	12.00 %	8.20 %	N/A	N/A	N/A	16.51 %
Near Standard 1	49.12 %	40.00 %	40.00 %	50.82 %	N/A	N/A	N/A	45.41 %
Below Standard 1	22.81 %	42.00 %	48.00 %	40.98 %	N/A	N/A	N/A	38.07 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	28.07 %	14.00 %	6.00 %	13.11 %	N/A	N/A	N/A
Near Standard 	57.89 %	50.00 %	46.00 %	49.18 %	N/A	N/A	N/A	50.92 %
Below Standard 	14.04 %	36.00 %	48.00 %	37.70 %	N/A	N/A	N/A	33.49 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

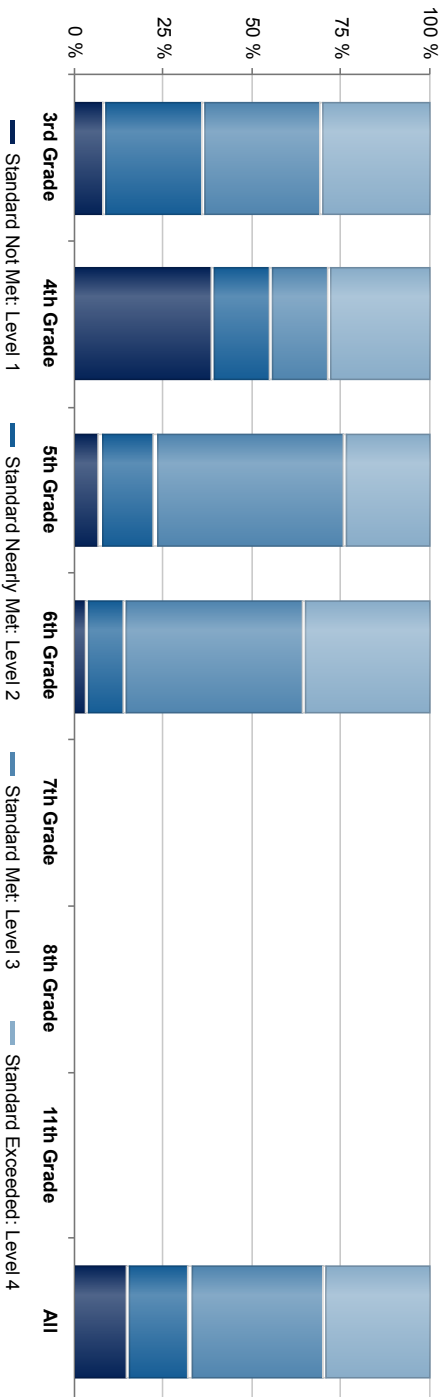
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	39	45	41	40	N/A	N/A	N/A	165
# of Students Tested ¹	39	45	41	39	N/A	N/A	N/A	164
# of Students With Scores ¹	39	45	41	39	N/A	N/A	N/A	164
Mean Scale Score	2451.5	2464.1	2539.8	2598.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	31 %	29 %	24 %	36 %	N/A	N/A	N/A	30 %
Standard Met: Level 3 ¹	33 %	16 %	54 %	51 %	N/A	N/A	N/A	38 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	28 %	16 %	15 %	10 %	N/A	N/A	N/A	17 %
Standard Not Met: Level 1 ¹	8 %	40 %	7 %	3 %	N/A	N/A	N/A	15 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	31 %	24 %	34 %	33 %	N/A	N/A	N/A	30 %
Near Standard ¹	59 %	38 %	49 %	56 %	N/A	N/A	N/A	50 %
Below Standard ¹	10 %	38 %	17 %	10 %	N/A	N/A	N/A	20 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	27 %	37 %	56 %	N/A	N/A	N/A	34 %
Near Standard ¹	74 %	42 %	56 %	41 %	N/A	N/A	N/A	53 %
Below Standard ¹	10 %	31 %	7 %	3 %	N/A	N/A	N/A	13 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	33 %	11 %	15 %	31 %	N/A	N/A	N/A	22 %
Near Standard 	54 %	67 %	80 %	67 %	N/A	N/A	N/A	67 %
Below Standard 	13 %	22 %	5 %	3 %	N/A	N/A	N/A	11 %

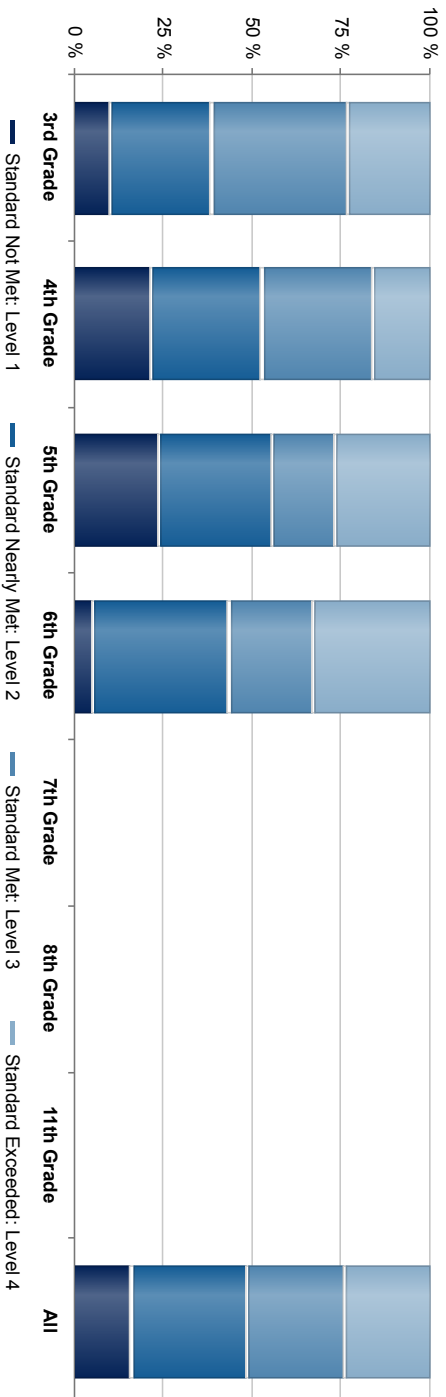
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	28 %	27 %	39 %	64 %	N/A	N/A	N/A	39 %
Near Standard 	64 %	47 %	54 %	28 %	N/A	N/A	N/A	48 %
Below Standard 	8 %	27 %	7 %	8 %	N/A	N/A	N/A	13 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	39	45	41	40	N/A	N/A	N/A	165
# of Students Tested ¹	39	45	41	39	N/A	N/A	N/A	164
# of Students With Scores ¹	39	45	41	39	N/A	N/A	N/A	164
Mean Scale Score	2450.2	2480.0	2512.7	2578.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	23 %	16 %	27 %	33 %	N/A	N/A	N/A	24 %
Standard Met: Level 3 ¹	38 %	31 %	17 %	23 %	N/A	N/A	N/A	27 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	28 %	31 %	32 %	38 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	10 %	22 %	24 %	5 %	N/A	N/A	N/A	16 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	26 %	27 %	29 %	38 %	N/A	N/A	N/A	30 %
 Near Standard 1	51 %	42 %	34 %	38 %	N/A	N/A	N/A	41 %
 Below Standard 1	23 %	31 %	37 %	23 %	N/A	N/A	N/A	29 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	44 %	18 %	29 %	36 %	N/A	N/A	N/A	31 %
 Near Standard 1	36 %	60 %	41 %	56 %	N/A	N/A	N/A	49 %
 Below Standard 1	21 %	22 %	29 %	8 %	N/A	N/A	N/A	20 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	41 %	20 %	27 %	28 %	N/A	N/A	N/A
Near Standard 	51 %	58 %	51 %	62 %	N/A	N/A	N/A	55 %
Below Standard 	8 %	22 %	22 %	10 %	N/A	N/A	N/A	16 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

[Apply Selections](#)

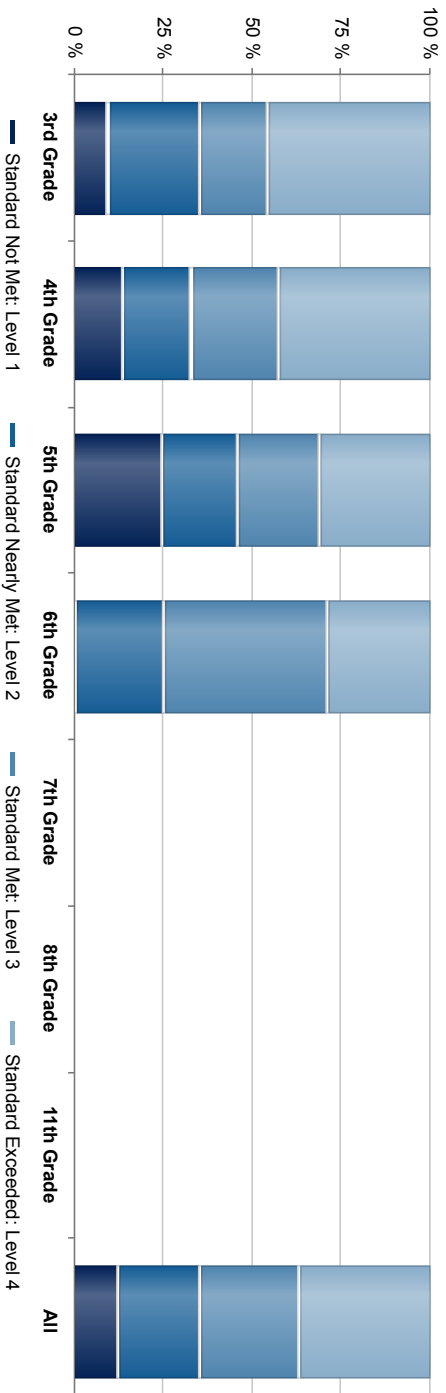
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	44	38	48	41	41	N/A	N/A	171
# of Students Tested ¹	43	37	48	41	41	N/A	N/A	169
# of Students With Scores ¹	43	37	48	41	41	N/A	N/A	169
Mean Scale Score	2465.3	2507.9	2517.5	2572.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	46.51 %	43.24 %	31.25 %	29.27 %	N/A	N/A	N/A	37.28 %
Standard Met: Level 3 ¹	18.60 %	24.32 %	22.92 %	46.34 %	N/A	N/A	N/A	27.81 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	25.58 %	18.92 %	20.83 %	24.39 %	N/A	N/A	N/A	22.49 %
Standard Not Met: Level 1 ¹	9.30 %	13.51 %	25.00 %	0.00 %	N/A	N/A	N/A	12.43 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	32.56 %	48.65 %	27.08 %	36.59 %	N/A	N/A	N/A	35.50 %
Near Standard ¹	48.84 %	37.84 %	45.83 %	60.98 %	N/A	N/A	N/A	48.52 %
Below Standard ¹	18.60 %	13.51 %	27.08 %	2.44 %	N/A	N/A	N/A	15.98 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	44.19 %	35.14 %	43.75 %	40.00 %	N/A	N/A	N/A	41.07 %
Near Standard ¹	46.51 %	56.76 %	35.42 %	50.00 %	N/A	N/A	N/A	46.43 %
Below Standard ¹	9.30 %	8.11 %	20.83 %	10.00 %	N/A	N/A	N/A	12.50 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	39.53 %	24.32 %	29.17 %	31.71 %	N/A	N/A	N/A	31.36 %
Near Standard 	48.84 %	59.46 %	43.75 %	60.98 %	N/A	N/A	N/A	52.66 %
Below Standard 	11.63 %	16.22 %	27.08 %	7.32 %	N/A	N/A	N/A	15.98 %

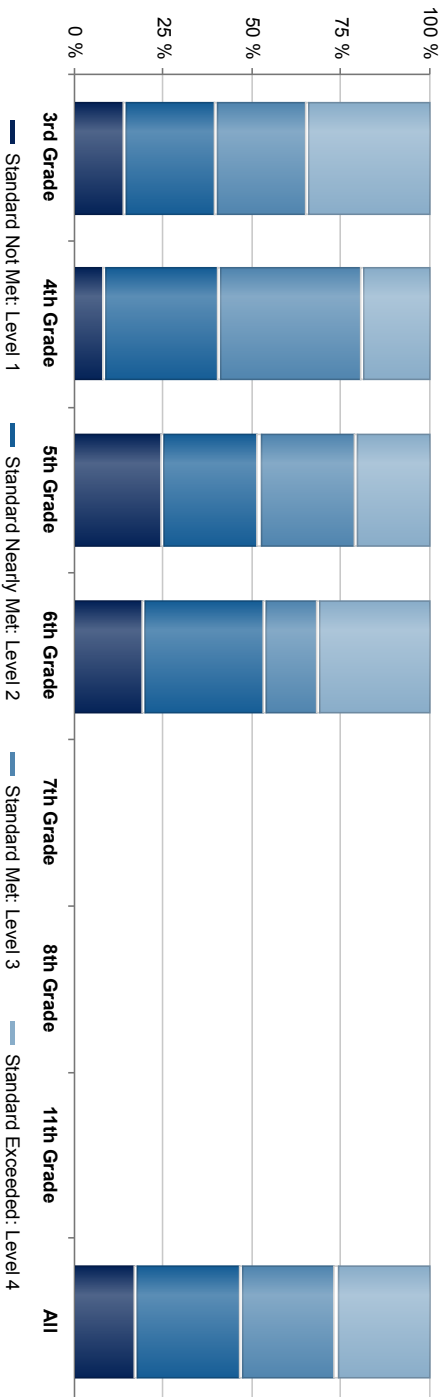
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	44.19 %	29.73 %	41.67 %	34.15 %	N/A	N/A	N/A	37.87 %
Near Standard 	46.51 %	59.46 %	37.50 %	60.98 %	N/A	N/A	N/A	50.30 %
Below Standard 	9.30 %	10.81 %	20.83 %	4.88 %	N/A	N/A	N/A	11.83 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	44	38	48	41	N/A	N/A	N/A	171
# of Students Tested ¹	43	37	48	41	N/A	N/A	N/A	169
# of Students With Scores ¹	43	37	48	41	N/A	N/A	N/A	169
Mean Scale Score	2465.1	2494.9	2518.0	2540.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	34.88 %	18.92 %	20.83 %	31.71 %	N/A	N/A	N/A	26.63 %
Standard Met: Level 3 ¹	25.58 %	40.54 %	27.08 %	14.63 %	N/A	N/A	N/A	26.63 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	25.58 %	32.43 %	27.08 %	34.15 %	N/A	N/A	N/A	29.59 %
Standard Not Met: Level 1 1	13.95 %	8.11 %	25.00 %	19.51 %	N/A	N/A	N/A	17.16 %

Mathematics Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	46.51 %	32.43 %	31.25 %	36.59 %	N/A	N/A	N/A	36.69 %
 Near Standard 1	30.23 %	45.95 %	39.58 %	24.39 %	N/A	N/A	N/A	34.91 %
 Below Standard 1	23.26 %	21.62 %	29.17 %	39.02 %	N/A	N/A	N/A	28.40 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	44.19 %	32.43 %	20.83 %	26.83 %	N/A	N/A	N/A	30.77 %
 Near Standard 1	41.86 %	56.76 %	50.00 %	41.46 %	N/A	N/A	N/A	47.34 %
 Below Standard 1	13.95 %	10.81 %	29.17 %	31.71 %	N/A	N/A	N/A	21.89 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	44.19 %	37.84 %	20.83 %	36.59 %	N/A	N/A	N/A
Near Standard 	44.19 %	43.24 %	56.25 %	39.02 %	N/A	N/A	N/A	46.15 %
Below Standard 	11.63 %	18.92 %	22.92 %	24.39 %	N/A	N/A	N/A	19.53 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

[Apply Selections](#)

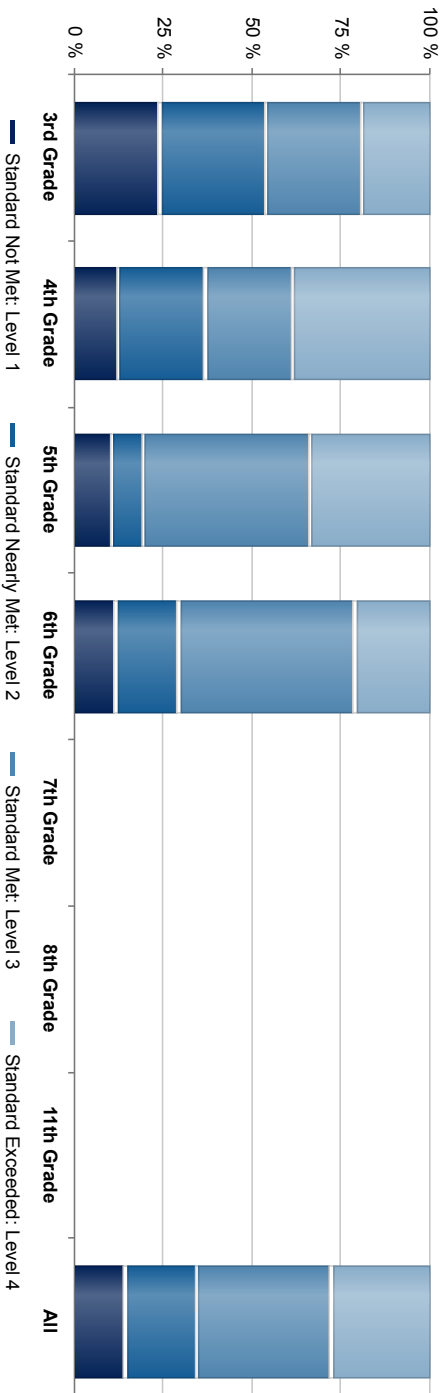
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	37	42	39	53	N/A	N/A	N/A	171
# of Students Tested ¹	37	41	38	52	N/A	N/A	N/A	168
# of Students With Scores ¹	37	41	38	52	N/A	N/A	N/A	168
Mean Scale Score	2429.0	2496.1	2552.9	2560.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	18.92 %	39.02 %	34.21 %	21.15 %	N/A	N/A	N/A	27.98 %
Standard Met: Level 3 ¹	27.03 %	24.39 %	47.37 %	50.00 %	N/A	N/A	N/A	38.10 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	29.73 %	24.39 %	7.89 %	17.31 %	N/A	N/A	N/A	19.64 %
Standard Not Met: Level 1 ⁽¹⁾	24.32 %	12.20 %	10.53 %	11.54 %	N/A	N/A	N/A	14.29 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	24.32 %	29.27 %	34.21 %	23.08 %	N/A	N/A	N/A	27.38 %
Near Standard ⁽¹⁾	45.95 %	51.22 %	55.26 %	55.77 %	N/A	N/A	N/A	52.38 %
Below Standard ⁽¹⁾	29.73 %	19.51 %	10.53 %	21.15 %	N/A	N/A	N/A	20.24 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	21.62 %	24.39 %	39.47 %	38.46 %	N/A	N/A	N/A	31.55 %
Near Standard ⁽¹⁾	48.65 %	58.54 %	52.63 %	48.08 %	N/A	N/A	N/A	51.79 %
Below Standard ⁽¹⁾	29.73 %	17.07 %	7.89 %	13.46 %	N/A	N/A	N/A	16.67 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	24.32 %	24.39 %	31.58 %	26.92 %	N/A	N/A	N/A	26.79 %
Near Standard 	54.05 %	68.29 %	60.53 %	55.77 %	N/A	N/A	N/A	59.52 %
Below Standard 	21.62 %	7.32 %	7.89 %	17.31 %	N/A	N/A	N/A	13.69 %

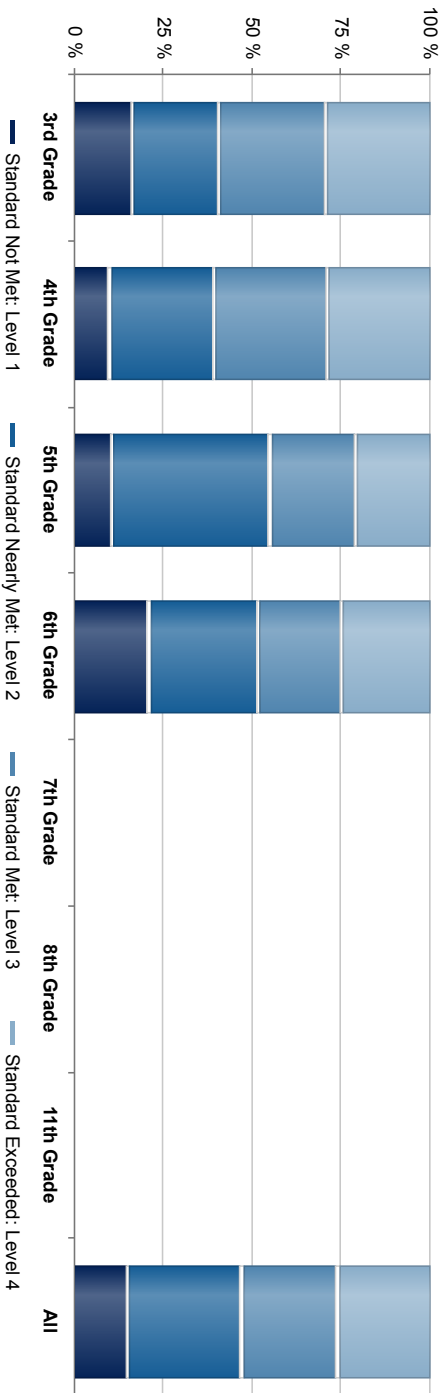
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	29.73 %	31.71 %	36.84 %	32.69 %	N/A	N/A	N/A	32.74 %
Near Standard 	56.76 %	58.54 %	55.26 %	57.69 %	N/A	N/A	N/A	57.14 %
Below Standard 	13.51 %	9.76 %	7.89 %	9.62 %	N/A	N/A	N/A	10.12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	37	42	39	53	N/A	N/A	N/A	171
# of Students Tested ¹	37	41	38	52	N/A	N/A	N/A	168
# of Students With Scores ¹	37	41	38	52	N/A	N/A	N/A	168
Mean Scale Score	2458.4	2501.9	2525.1	2542.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	29.73 %	29.27 %	21.05 %	25.00 %	N/A	N/A	N/A	26.19 %
Standard Met: Level 3 ¹	29.73 %	31.71 %	23.68 %	23.08 %	N/A	N/A	N/A	26.79 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	24.32 %	29.27 %	44.74 %	30.77 %	N/A	N/A	N/A	32.14 %
Standard Not Met: Level 1 1	16.22 %	9.76 %	10.53 %	21.15 %	N/A	N/A	N/A	14.88 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	48.65 %	39.02 %	34.21 %	28.85 %	N/A	N/A	N/A	36.90 %
	Near Standard 1	35.14 %	39.02 %	28.95 %	38.46 %	N/A	N/A	N/A	35.71 %
	Below Standard 1	16.22 %	21.95 %	36.84 %	32.69 %	N/A	N/A	N/A	27.38 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	43.24 %	31.71 %	21.05 %	26.92 %	N/A	N/A	N/A	30.36 %
	Near Standard 1	43.24 %	56.10 %	71.05 %	42.31 %	N/A	N/A	N/A	52.38 %
	Below Standard 1	13.51 %	12.20 %	7.89 %	30.77 %	N/A	N/A	N/A	17.26 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	32.43 %	31.71 %	31.58 %	26.92 %	N/A	N/A	N/A
Near Standard 	54.05 %	51.22 %	47.37 %	53.85 %	N/A	N/A	N/A	51.79 %
Below Standard 	13.51 %	17.07 %	21.05 %	19.23 %	N/A	N/A	N/A	17.86 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

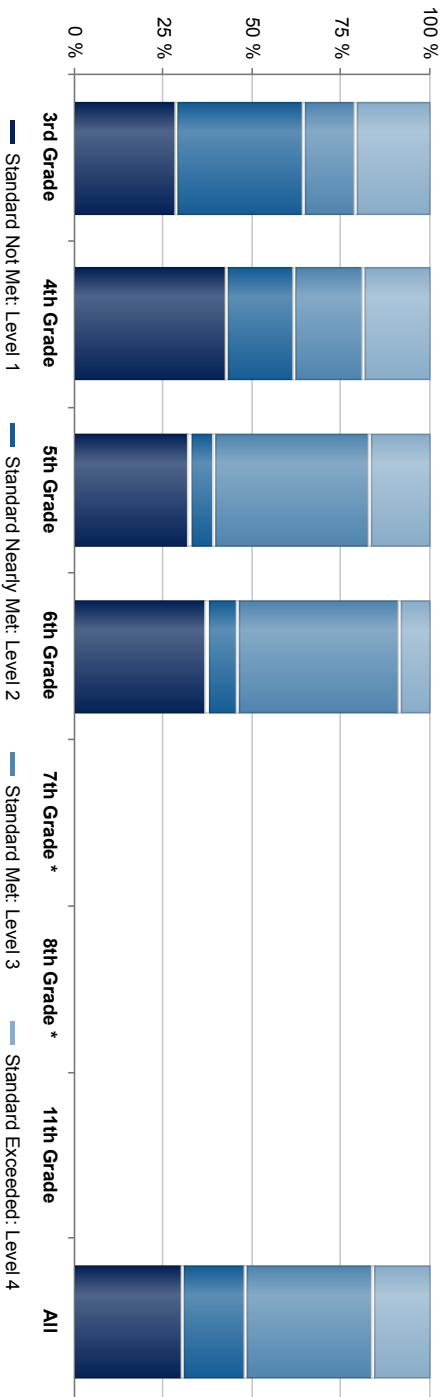
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	18	19	18	14	12	4	N/A	85
Number of Students Tested ¹	16	16	18	13	10	4	N/A	77
Number of Students With Scores ¹	14	16	18	13	10	4	N/A	75
Mean Scale Score	2424.1	2440.7	2494.8	2507.8	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	21 %	19 %	17 %	8 %	*	*	N/A	16 %
Standard Met: Level 3 ¹	14 %	19 %	44 %	46 %	*	*	N/A	36 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	36 %	19 %	6 %	8 %	*	*	N/A	17 %
Standard Not Met: Level 1 ⁽¹⁾	29 %	44 %	33 %	38 %	*	*	N/A	31 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	36 %	31 %	17 %	31 %	*	*	N/A	29 %
At or Near Standard ⁽¹⁾	57 %	31 %	50 %	31 %	*	*	N/A	44 %
Below Standard ⁽¹⁾	7 %	38 %	33 %	38 %	*	*	N/A	27 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	14 %	19 %	11 %	8 %	*	*	N/A	14 %
At or Near Standard ⁽¹⁾	50 %	44 %	56 %	50 %	*	*	N/A	54 %
Below Standard ⁽¹⁾	36 %	38 %	33 %	42 %	*	*	N/A	32 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	29 %	13 %	22 %	23 %	*	*	N/A	20 %
At or Near Standard 	64 %	69 %	61 %	46 %	*	*	N/A	65 %
Below Standard 	7 %	19 %	17 %	31 %	*	*	N/A	15 %

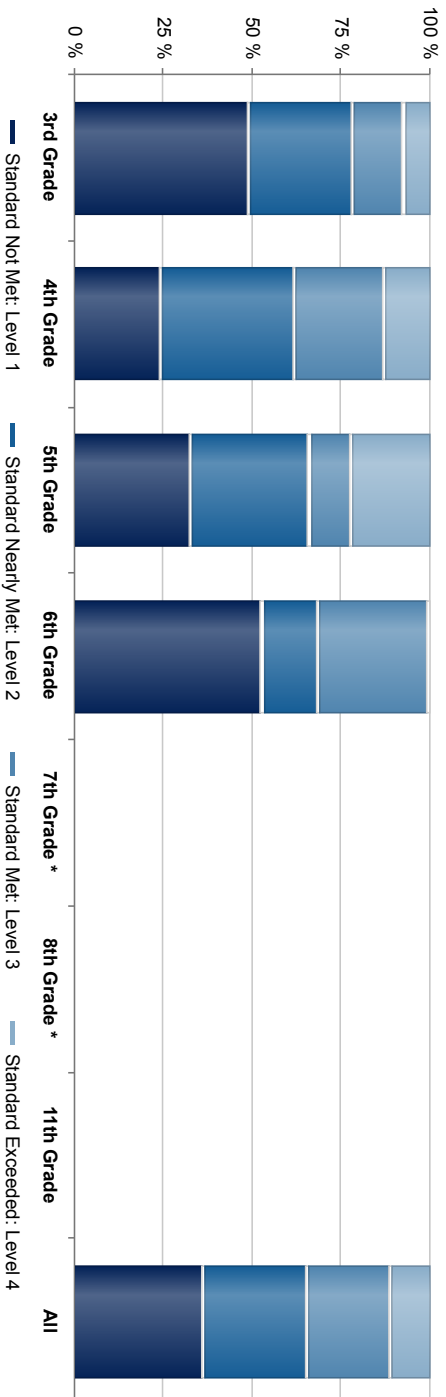
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	14 %	0 %	22 %	31 %	*	*	N/A	20 %
At or Near Standard 	57 %	58 %	61 %	31 %	*	*	N/A	55 %
Below Standard 	29 %	42 %	17 %	38 %	*	*	N/A	25 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	18	19	18	14	12	4	N/A	85
Number of Students Tested ¹	14	16	18	13	10	4	N/A	75
Number of Students With Scores ¹	14	16	18	13	10	4	N/A	75
Mean Scale Score	2390.6	2454.4	2499.2	2475.2	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	7%	13%	22%	0%	*	*	N/A	11%
Standard Met: Level 3 ¹	14%	25%	11%	31%	*	*	N/A	23%


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	29 %	38 %	33 %	15 %	*	*	N/A	29 %
Standard Not Met: Level 1 1	50 %	25 %	33 %	54 %	*	*	N/A	37 %

Mathematics Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	21 %	19 %	28 %	8 %	*	*	N/A	21 %
At or Near Standard 1	21 %	31 %	17 %	38 %	*	*	N/A	28 %
Below Standard 1	57 %	50 %	56 %	54 %	*	*	N/A	51 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	Above Standard 1	7 %	13 %	28 %	15 %	*	*	N/A	17 %
At or Near Standard 1	At or Near Standard 1	50 %	50 %	44 %	23 %	*	*	N/A	47 %
Below Standard 1	Below Standard 1	43 %	38 %	28 %	62 %	*	*	N/A	36 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	15 %	13 %	22 %	0 %	*	*	N/A	12 %
At or Near Standard 	54 %	50 %	44 %	62 %	*	*	N/A	55 %
Below Standard 	31 %	38 %	33 %	38 %	*	*	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

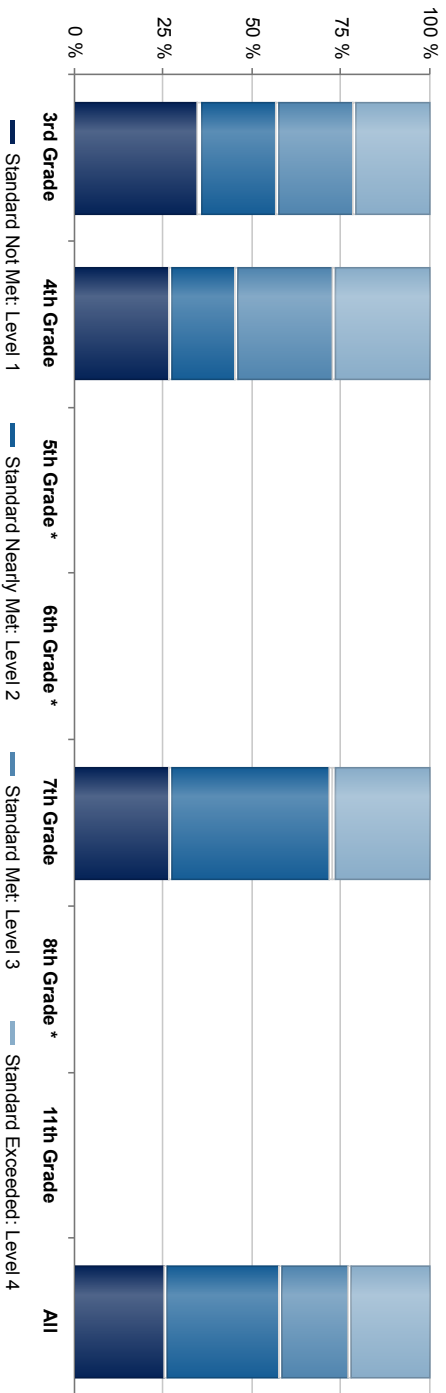
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	16	15	*	*	*	*	N/A	74
# of Students Tested ¹	14	12	*	*	*	*	N/A	63
# of Students With Scores ¹	14	11	*	*	*	*	N/A	62
Mean Scale Score	2399.4	2471.5	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	21.43 %	27.27 %	*	*	*	*	N/A	22.58 %
Standard Met: Level 3 ¹	21.43 %	27.27 %	*	*	*	*	N/A	19.35 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	21.43 %	18.18 %	*	*	45.45 %	*	N/A	32.26 %
Standard Not Met: Level 1 ¹	35.71 %	27.27 %	*	*	27.27 %	*	N/A	25.81 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	27.27 %	*	*	27.27 %	*	N/A	33.87 %
Near Standard ¹	28.57 %	63.64 %	*	*	36.36 %	*	N/A	41.94 %
Below Standard ¹	35.71 %	9.09 %	*	*	36.36 %	*	N/A	24.19 %



WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	7.14 %	27.27 %	*	*	36.36 %	*	N/A	22.58 %
Near Standard ¹	42.86 %	27.27 %	*	*	36.36 %	*	N/A	43.55 %
Below Standard ¹	50.00 %	45.45 %	*	*	27.27 %	*	N/A	33.87 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.43 %	9.09 %	*	*	9.09 %	*	N/A	14.52 %
Near Standard 	57.14 %	63.64 %	*	*	54.55 %	*	N/A	62.90 %
Below Standard 	21.43 %	27.27 %	*	*	36.36 %	*	N/A	22.58 %

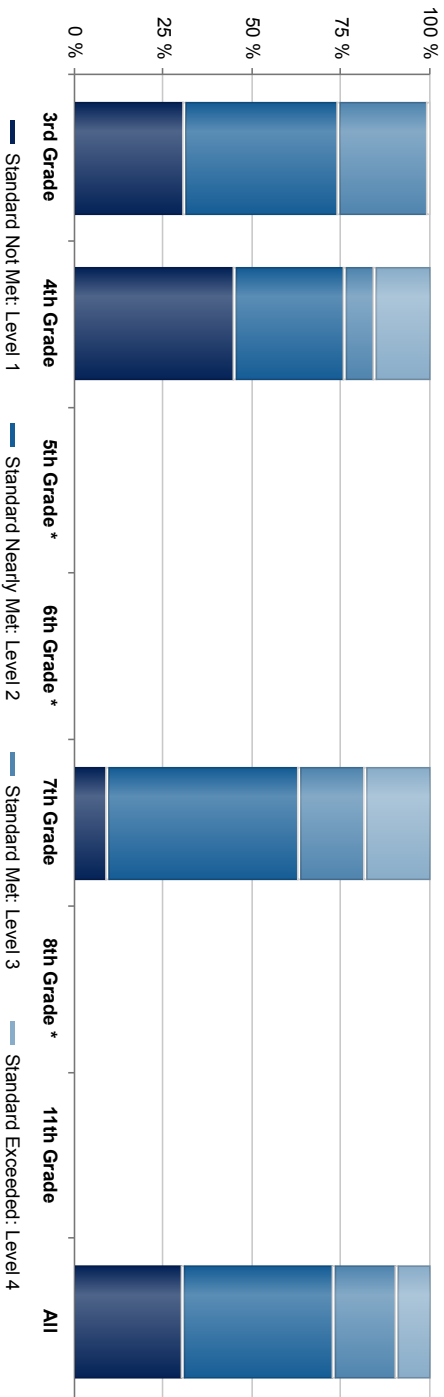
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.43 %	45.45 %	*	*	27.27 %	*	N/A	24.19 %
Near Standard 	57.14 %	36.36 %	*	*	27.27 %	*	N/A	48.39 %
Below Standard 	21.43 %	18.18 %	*	*	45.45 %	*	N/A	27.42 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	16	15	*	*	12	*	N/A	74
# of Students Tested ¹	16	13	*	*	11	*	N/A	65
# of Students With Scores ¹	16	13	*	*	11	*	N/A	65
Mean Scale Score	2396.4	2448.9	*	*	2548.8	*	N/A	N/A
Standard Exceeded: Level 4 ¹	0.00 %	15.38 %	*	*	18.18 %	*	N/A	9.23 %
Standard Met: Level 3 ¹	25.00 %	7.69 %	*	*	18.18 %	*	N/A	16.92 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	43.75 %	30.77 %	*	*	54.55 %	*	N/A	43.08 %
Standard Not Met: Level 1 1	31.25 %	46.15 %	*	*	9.09 %	*	N/A	30.77 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6.25 %	23.08 %	*	*	27.27 %	*	N/A	15.38 %
Near Standard 1	50.00 %	15.38 %	*	*	18.18 %	*	N/A	35.38 %
Below Standard 1	43.75 %	61.54 %	*	*	54.55 %	*	N/A	49.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6.25 %	15.38 %	*	*	36.36 %	*	N/A	16.92 %
Near Standard 1	62.50 %	61.54 %	*	*	54.55 %	*	N/A	63.08 %
Below Standard 1	31.25 %	23.08 %	*	*	9.09 %	*	N/A	20.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	6.25 %	15.38 %	*	*	18.18 %	*	N/A
Near Standard 	62.50 %	23.08 %	*	*	63.64 %	*	N/A	49.23 %
Below Standard 	31.25 %	61.54 %	*	*	18.18 %	*	N/A	38.46 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: [Apply Selections](#)

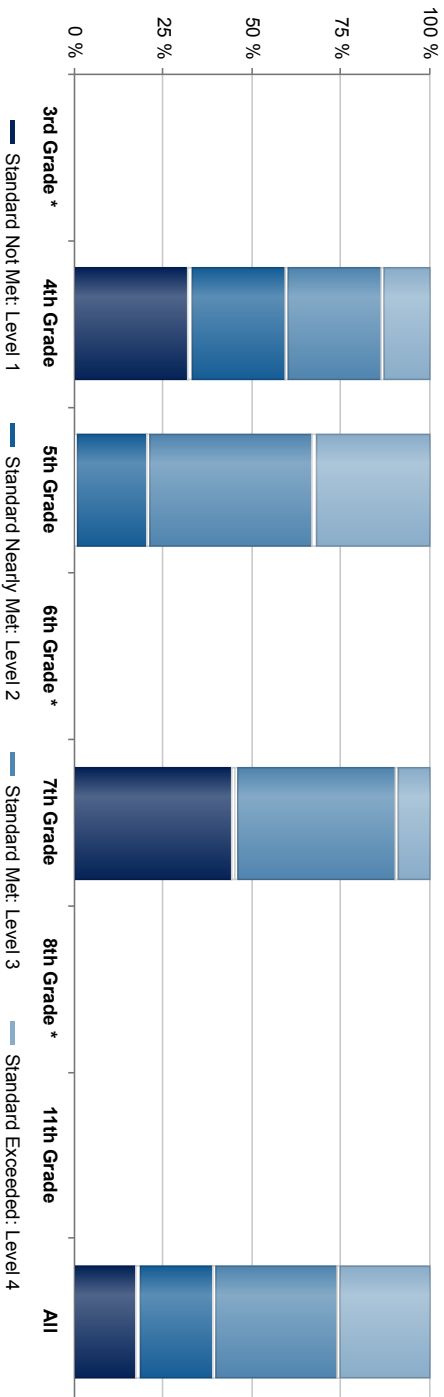
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	10	12	9	N/A	70
# of Students With Scores	9	15	15	7	11	9	N/A	66
Mean Scale Score	*	2446.5	2548.9	*	2513.5	*	N/A	N/A
Standard Exceeded: Level 4	*	13 %	33 %	*	9 %	*	N/A	26 %
Standard Met: Level 3	*	27 %	47 %	*	45 %	*	N/A	35 %
Standard Nearly Met: Level 2	*	27 %	20 %	*	0 %	*	N/A	21 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	33 %	0 %	*	45 %	*	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	20 %	*	18 %	*	N/A	21 %
Near Standard	*	47 %	67 %	*	45 %	*	N/A	55 %
Below Standard	*	40 %	13 %	*	36 %	*	N/A	24 %



WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	60 %	*	18 %	*	N/A	34 %
Near Standard	*	60 %	33 %	*	36 %	*	N/A	45 %
Below Standard	*	27 %	7 %	*	45 %	*	N/A	22 %



LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard								



	*	27 %	27 %	*	18 %	*	N/A	29 %
Near Standard	*	60 %	60 %	*	45 %	*	N/A	56 %
Below Standard	*	13 %	13 %	*	36 %	*	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

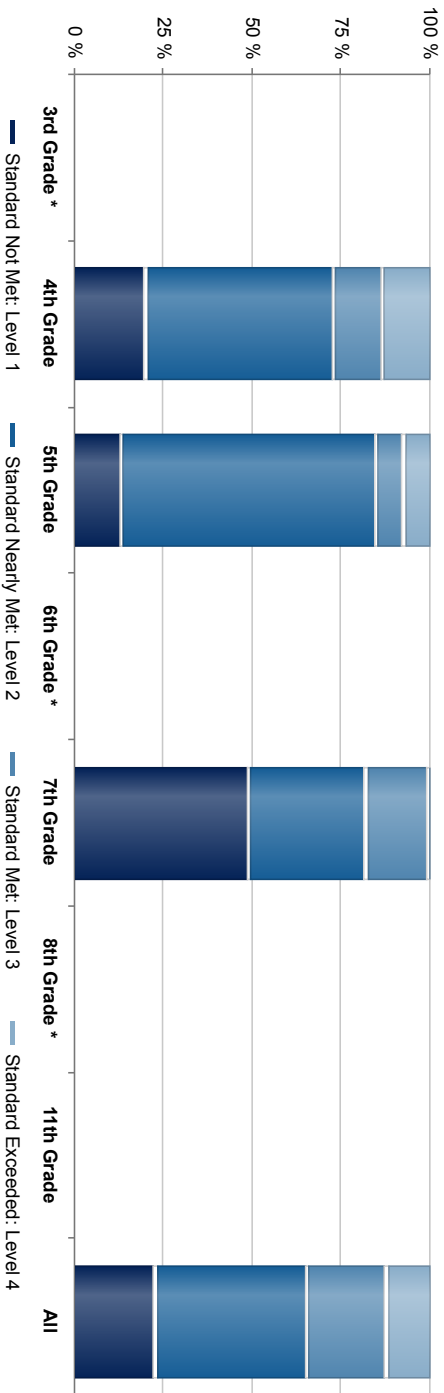


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	20 %	60 %	*	18 %	*	N/A	33 %
Near Standard	*	53 %	40 %	*	73 %	*	N/A	56 %
Below Standard	*	27 %	0 %	*	9 %	*	N/A	11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

[All Students \(accessible data\).](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	9	12	9	N/A	69
# of Students With Scores	9	15	15	9	12	9	N/A	69
Mean Scale Score	*	2465.4	2496.9	*	2458.8	*	N/A	N/A
Standard Exceeded: Level 4	*	13%	7%	*	0%	*	N/A	12%
Standard Met: Level 3	*	13%	7%	*	17%	*	N/A	22%
Standard Nearly Met: Level 2	*	53%	73%	*	33%	*	N/A	43%

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	20 %	13 %	*	50 %	*	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	20 %	7 %	*	8 %	*	N/A	17 %
Near Standard	*	33 %	53 %	*	25 %	*	N/A	41 %
Below Standard	*	47 %	40 %	*	67 %	*	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	7 %	13 %	*	0 %	*	N/A	14 %
Near Standard	*	67 %	47 %	*	42 %	*	N/A	52 %
Below Standard	*	27 %	40 %	*	58 %	*	N/A	33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	13 %	*	8 %	*	N/A	25 %
Near Standard	*	47 %	53 %	*	58 %	*	N/A	48 %
Below Standard	*	40 %	33 %	*	33 %	*	N/A	28 %

[Mathematics Area Achievement Level Descriptors](#)

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- Contact

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- Compare Test Results
- Understanding Results
- Research Files

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Smarter Balanced Assessment Test Results for:

Reach School

CDS Code: 49-70938-0120121

Reach District

Sonoma County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup:

Apply Selections

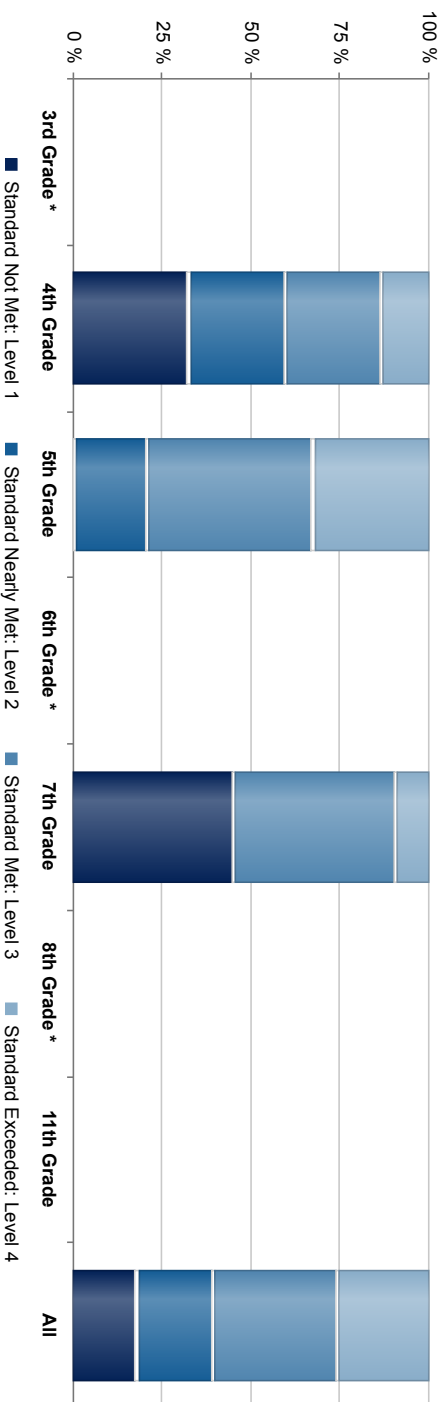
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

[All Students \(accessible data\).](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	10	12	9	N/A	70
# of Students With Scores	9	15	15	7	11	9	N/A	66
Mean Scale Score	*	2446.5	2548.9	*	2513.5	*	N/A	N/A

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	*	13 %	33 %	*	9 %	*	N/A	26 %
Standard Met: Level 3	*	27 %	47 %	*	45 %	*	N/A	35 %
Standard Nearly Met: Level 2	*	27 %	20 %	*	0 %	*	N/A	21 %
Standard Not Met: Level 1	*	33 %	0 %	*	45 %	*	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	20 %	*	18 %	*	N/A	21 %
Near Standard	*	47 %	67 %	*	45 %	*	N/A	55 %
Below Standard	*	40 %	13 %	*	36 %	*	N/A	24 %

WRITING: How well do students communicate in writing?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	60 %	*	18 %	*	N/A	34 %
Near Standard	*	60 %	33 %	*	36 %	*	N/A	45 %
Below Standard	*	27 %	7 %	*	45 %	*	N/A	22 %

LISTENING: How well do students understand spoken information?

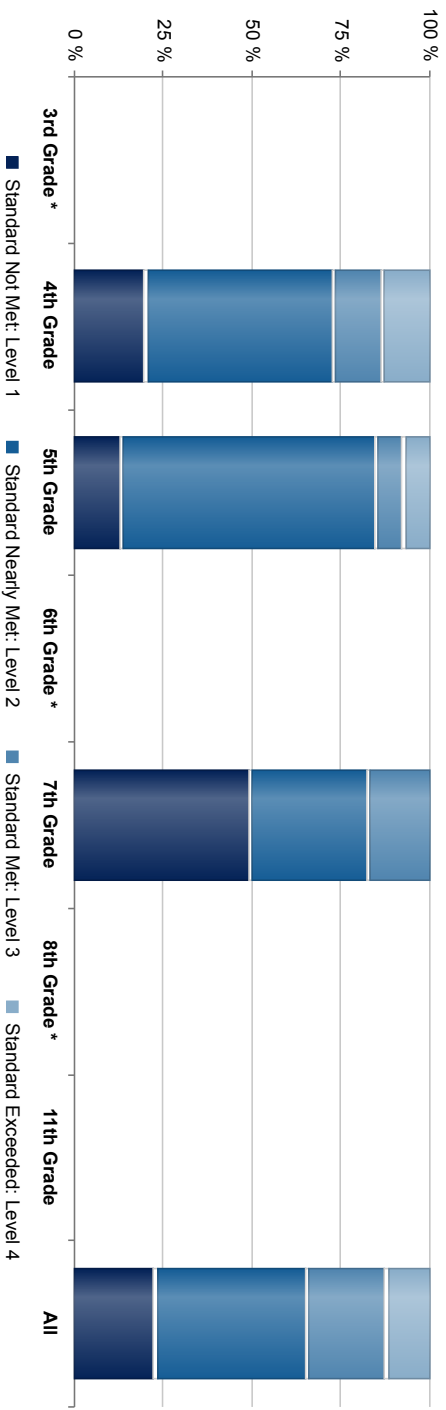
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	27 %	27 %	*	18 %	*	N/A	29 %
Near Standard	*	60 %	60 %	*	45 %	*	N/A	56 %
Below Standard	*	13 %	13 %	*	36 %	*	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	20 %	60 %	*	18 %	*	N/A	33 %
Near Standard	*	53 %	40 %	*	73 %	*	N/A	56 %
Below Standard	*	27 %	0 %	*	9 %	*	N/A	11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	9	12	9	N/A	69
# of Students With Scores	9	15	15	9	12	9	N/A	69
Mean Scale Score	*	2465.4	2496.9	*	2458.8	*	N/A	N/A
Standard Exceeded: Level 4	*	13 %	7 %	*	0 %	*	N/A	12 %
Standard Met: Level 3	*	13 %	7 %	*	17 %	*	N/A	22 %
Standard Nearly Met: Level 2	*	53 %	73 %	*	33 %	*	N/A	43 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	20 %	13 %	*	50 %	*	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	20 %	7 %	*	8 %	*	N/A	17 %
Near Standard	*	33 %	53 %	*	25 %	*	N/A	41 %
Below Standard	*	47 %	40 %	*	67 %	*	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	7 %	13 %	*	0 %	*	N/A	14 %
Near Standard	*	67 %	47 %	*	42 %	*	N/A	52 %
Below Standard	*	27 %	40 %	*	58 %	*	N/A	33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	13 %	*	8 %	*	N/A	25 %
Near Standard	*	47 %	53 %	*	58 %	*	N/A	48 %
Below Standard	*	40 %	33 %	*	33 %	*	N/A	28 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: [Apply Selections](#)

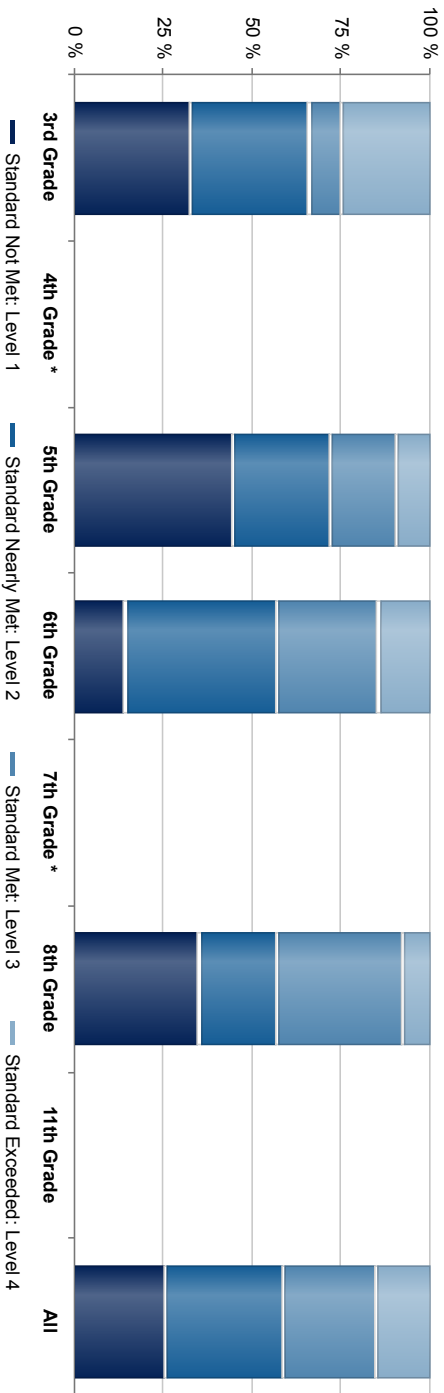
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[All Students \(accessible data\).](#)

[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	*	11	14	*	14	N/A	69
# of Students Tested	12	*	11	14	*	14	N/A	66
# of Students With Scores	12	*	11	14	*	14	N/A	66
Mean Scale Score	2404.1	*	2464.1	2527.3	*	2532.6	N/A	N/A
Standard Exceeded: Level 4	25.00 %	*	9.09 %	14.29 %	*	7.14 %	N/A	15.15 %
Standard Met: Level 3	8.33 %	*	18.18 %	28.57 %	*	35.71 %	N/A	25.76 %
Standard Nearly Met: Level 2	33.33 %	*	27.27 %	42.86 %	*	21.43 %	N/A	33.33 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	33.33 %	*	45.45 %	14.29 %	*	35.71 %	N/A	25.76 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	*	27.27 %	21.43 %	*	28.57 %	N/A	27.27 %
Near Standard	33.33 %	*	18.18 %	64.29 %	*	35.71 %	N/A	43.94 %
Below Standard	41.67 %	*	54.55 %	14.29 %	*	35.71 %	N/A	28.79 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	14.29 %	*	14.29 %	N/A	19.70 %
Near Standard	41.67 %	*	45.45 %	50.00 %	*	42.86 %	N/A	46.97 %
Below Standard	41.67 %	*	45.45 %	35.71 %	*	42.86 %	N/A	33.33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard								



	16.67 %	*	9.09 %	21.43 %	*	14.29 %	N/A	18.18 %
Near Standard	75.00 %	*	54.55 %	71.43 %	*	57.14 %	N/A	65.15 %
Below Standard	8.33 %	*	36.36 %	7.14 %	*	28.57 %	N/A	16.67 %

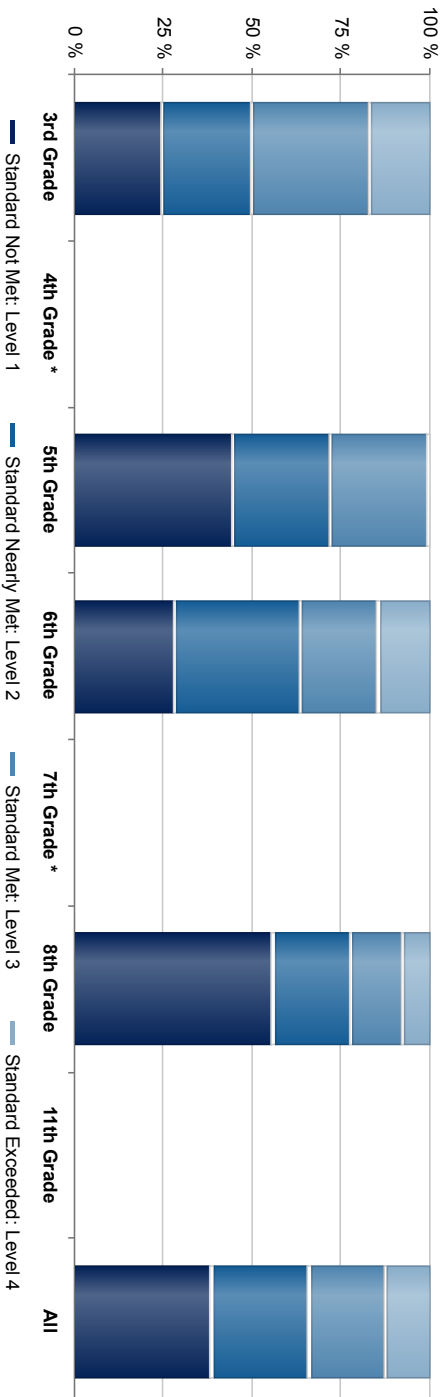
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	7.14 %	*	0.00 %	N/A	12.12 %
Near Standard	58.33 %	*	63.64 %	71.43 %	*	78.57 %	N/A	68.18 %
Below Standard	25.00 %	*	27.27 %	21.43 %	*	21.43 %	N/A	19.70 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	*	11	14	*	14	N/A	69
# of Students Tested	12	*	11	14	*	14	N/A	66
# of Students With Scores	12	*	11	14	*	14	N/A	66
Mean Scale Score	2425.8	*	2469.9	2522.4	*	2472.0	N/A	N/A
Standard Exceeded: Level 4	16.67 %	*	0.00 %	14.29 %	*	7.14 %	N/A	12.12 %
Standard Met: Level 3	33.33 %	*	27.27 %	21.43 %	*	14.29 %	N/A	21.21 %
Standard Nearly Met: Level 2	25.00 %	*	27.27 %	35.71 %	*	21.43 %	N/A	27.27 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	25.00 %	*	45.45 %	28.57 %	*	57.14 %	N/A	39.39 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	33.33 %	*	9.09 %	21.43 %	*	14.29 %	N/A	21.21 %
Near Standard	33.33 %	*	36.36 %	50.00 %	*	14.29 %	N/A	27.27 %
Below Standard	33.33 %	*	54.55 %	28.57 %	*	71.43 %	N/A	51.52 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	0.00 %	*	7.14 %	N/A	10.61 %
Near Standard	66.67 %	*	45.45 %	71.43 %	*	35.71 %	N/A	53.03 %
Below Standard	16.67 %	*	45.45 %	28.57 %	*	57.14 %	N/A	36.36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	*	9.09 %	14.29 %	*	14.29 %	N/A	18.18 %
Near Standard	33.33 %	*	36.36 %	57.14 %	*	35.71 %	N/A	37.88 %
Below Standard	41.67 %	*	54.55 %	28.57 %	*	50.00 %	N/A	43.94 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

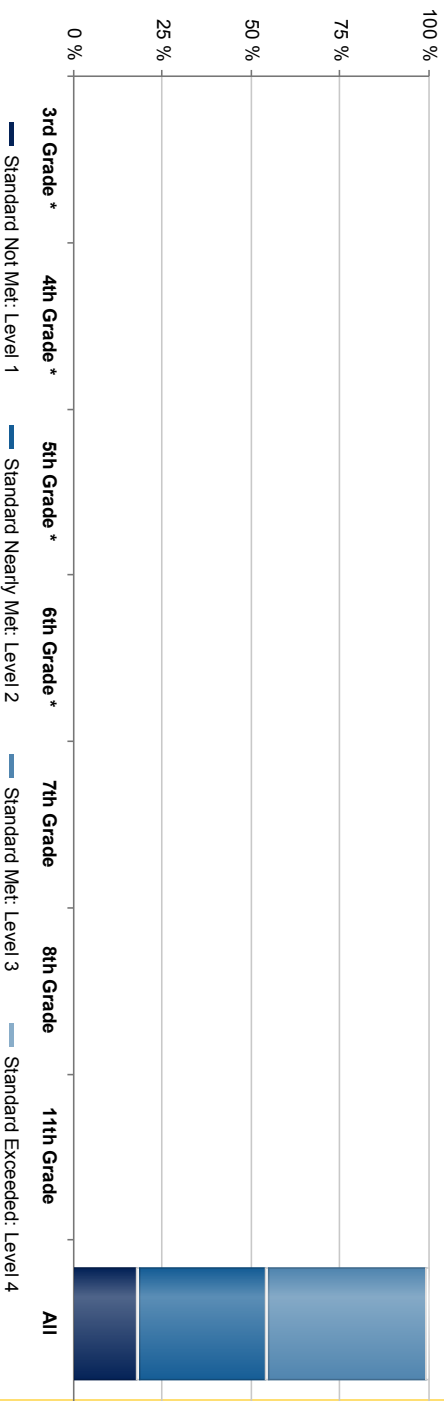
Smarter Balanced Results (2015)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	1	5	2	3	N/A	N/A	N/A	11
Number of Students With Scores	1	5	2	3	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	45%





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	36 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	82 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	18 %





Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	64 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	27 %

Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Performance Level								
	Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
	At or Near Standard 	*	*	*	*	N/A	N/A	N/A	64 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	18 %

Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Performance Level								
	Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
	At or Near Standard 	*	*	*	*	N/A	N/A	N/A	60 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	40 %

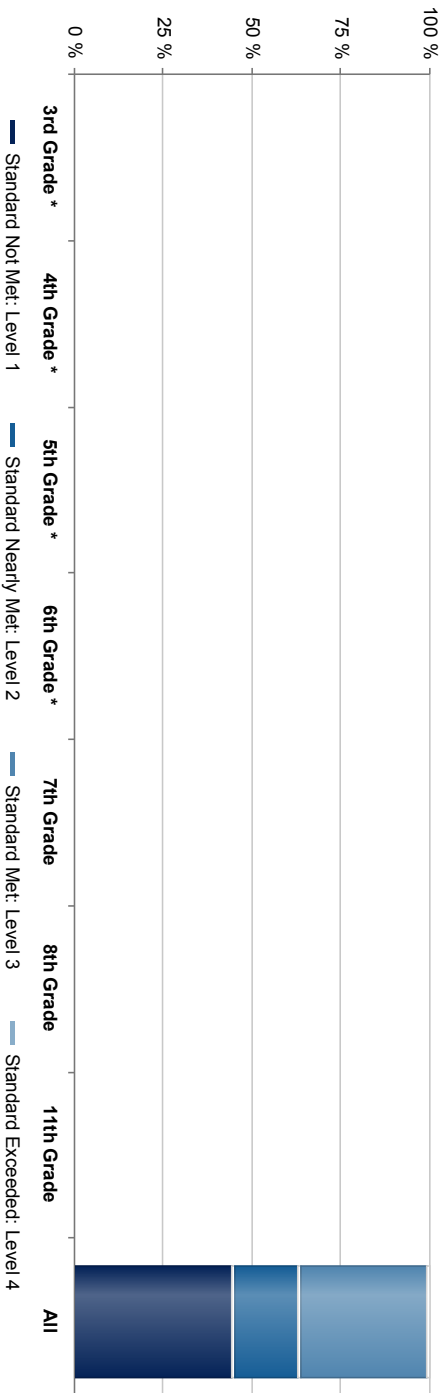
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	1	5	2	3	N/A	N/A	N/A	11
Number of Students With Scores	1	5	2	3	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	36%
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	18%
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	45%

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	45 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	55 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	55 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	36 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	36 %

Below Standard 	*	*	*	*	N/A	N/A	N/A	45 %
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[Mathematics Area Achievement Level Descriptors](#)

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

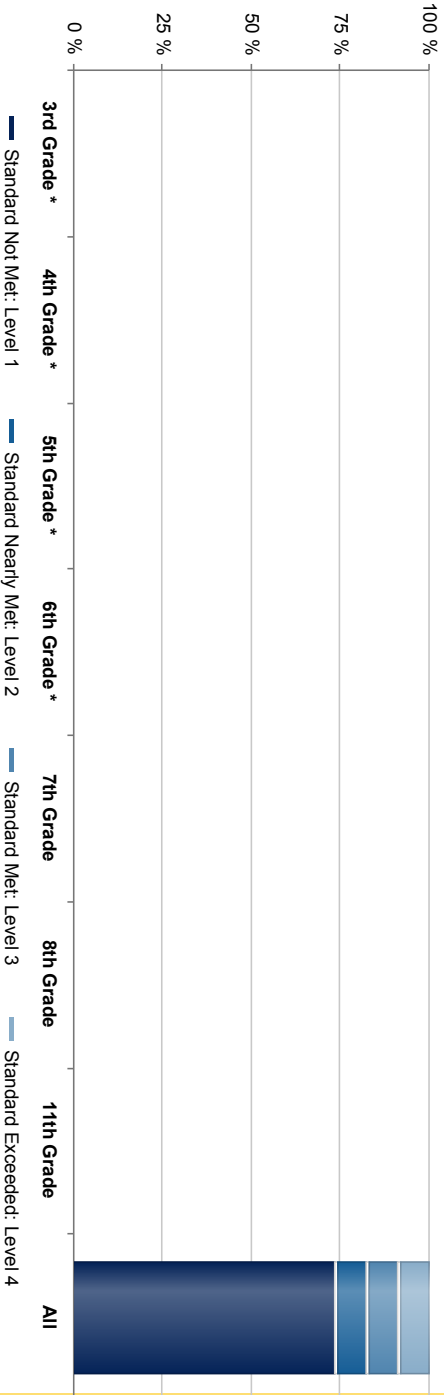
Smarter Balanced Results (2016)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	4	4	1	N/A	N/A	N/A	12
# of Students Tested	3	4	4	1	N/A	N/A	N/A	12
# of Students With Scores	3	4	4	1	N/A	N/A	N/A	12
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	8 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	8 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Standard Not Met: Level 1 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	75 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	17 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	58 %





WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	83 %

LISTENING: How well do students understand spoken information?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	N/A
	Near Standard 	*	*	*	*	N/A	N/A	58 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	33 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	17 %
	Near Standard 	*	*	*	*	N/A	N/A	33 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50 %

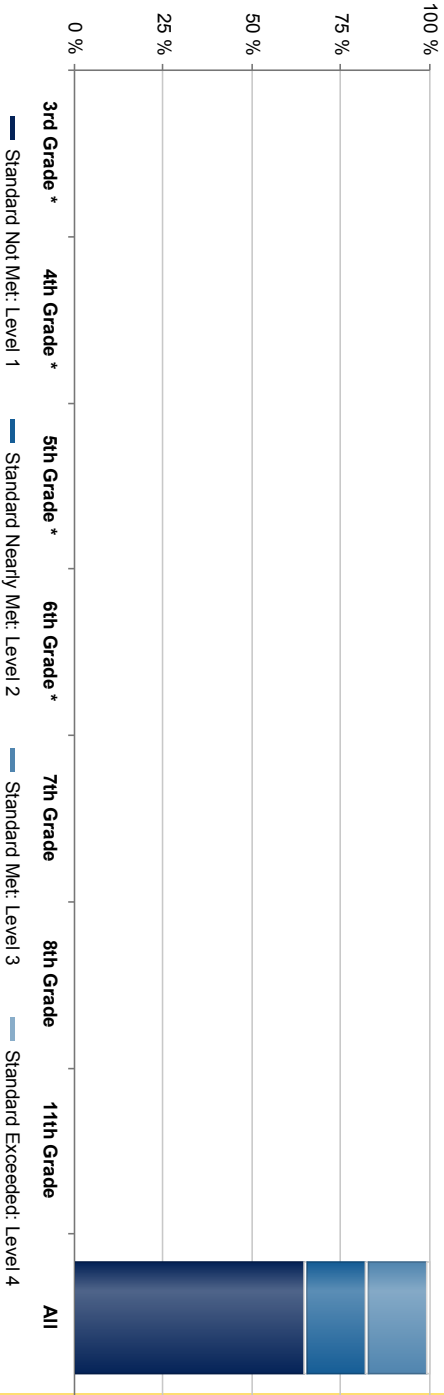
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	4	4	4	1	N/A	N/A	12
# of Students Tested	3	4	4	4	1	N/A	N/A	12
# of Students With Scores	3	4	4	4	1	N/A	N/A	12
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	17%
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	17%
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	67%

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	33 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	75 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 								

	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50 %

[Mathematics Area Achievement Level Descriptors](#)

Students with no reported disability.

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

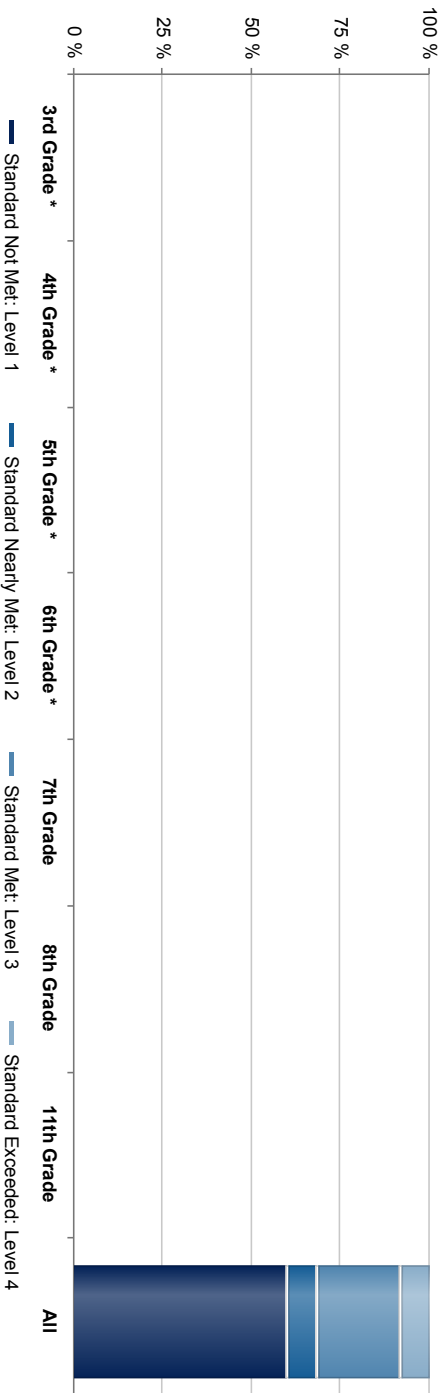
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	26
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	7.69 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	23.08 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	7.69 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	61.54 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %

LISTENING: How well do students understand spoken information?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	7.69 %
	Near Standard 	*	*	*	*	N/A	N/A	61.54 %
	Below Standard 	*	*	*	*	N/A	N/A	30.77 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	15.38 %
	Near Standard 	*	*	*	*	N/A	N/A	34.62 %
	Below Standard 	*	*	*	*	N/A	N/A	50.00 %

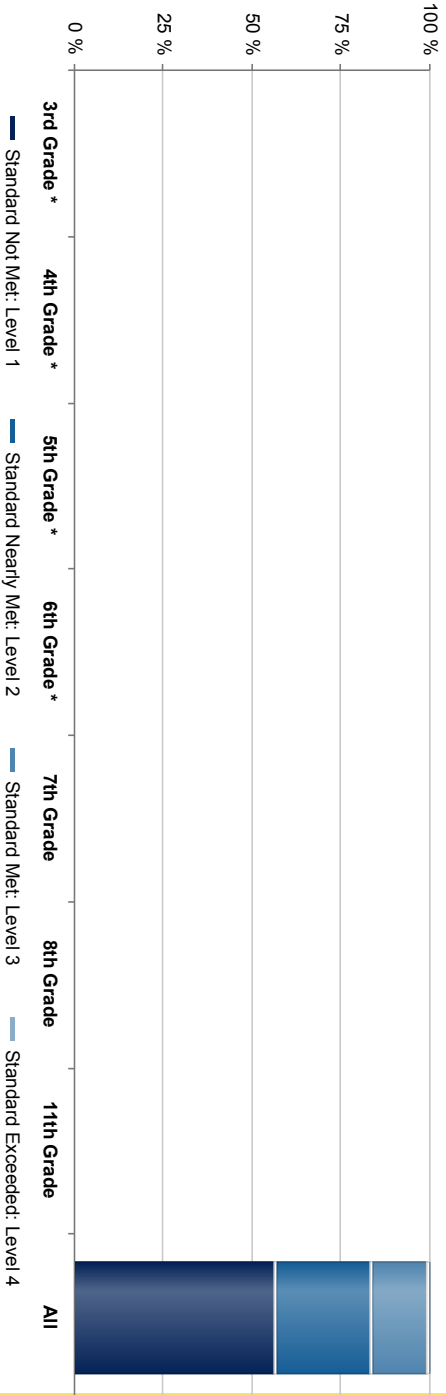
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	26
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	15.38 %
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	26.92 %
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	57.69 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	26.92 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	69.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	42.31 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	50.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

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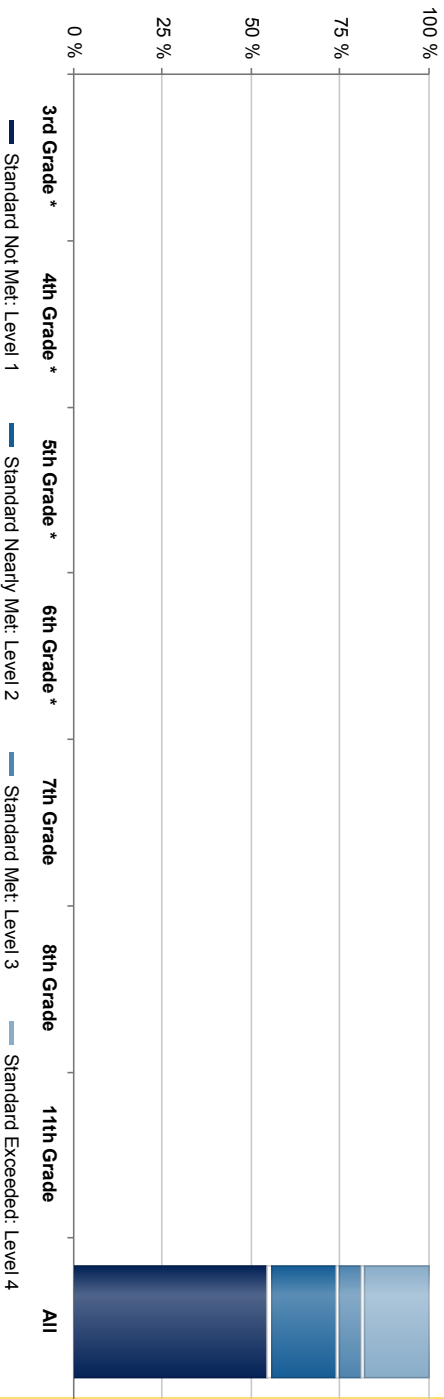
Smarter Balanced Results (2018)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	16
# of Students Tested	*	*	*	*	*	N/A	N/A	16
# of Students With Scores	*	*	*	*	*	N/A	N/A	16
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	18.75 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	6.25 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	18.75 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	56.25 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	12.50 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	18.75 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	68.75 %





WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	6.25 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	37.50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	56.25 %

LISTENING: How well do students understand spoken information?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	18.75 %
	Near Standard 	*	*	*	*	N/A	N/A	25.00 %
Below Standard 	*	*	*	*	N/A	N/A	56.25 %	

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	0.00 %
	Near Standard 	*	*	*	*	N/A	N/A	56.25 %
Below Standard 	*	*	*	*	N/A	N/A	43.75 %	

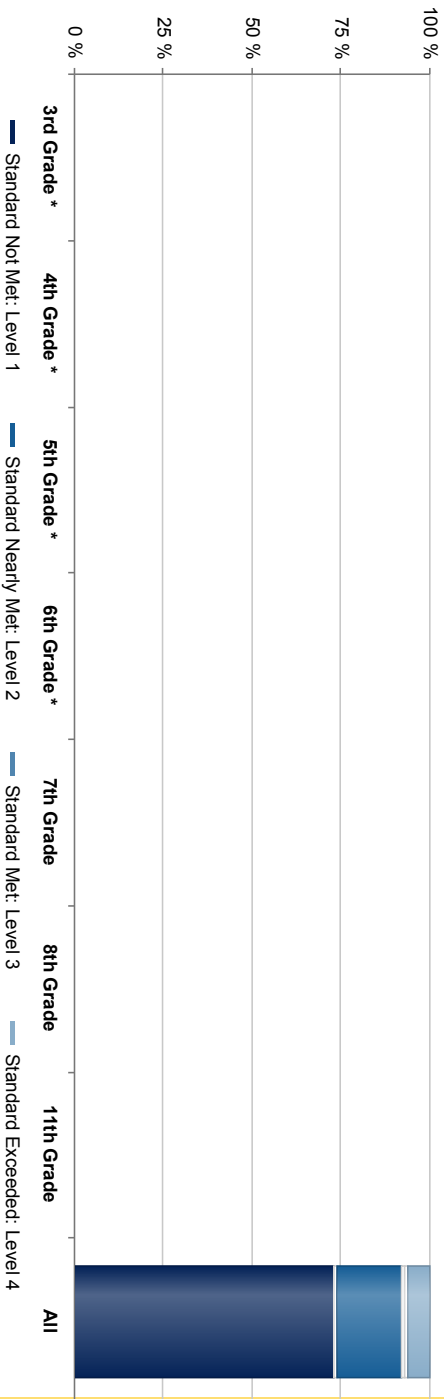
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	16
# of Students Tested	*	*	*	*	*	N/A	N/A	16
# of Students With Scores	*	*	*	*	*	N/A	N/A	16
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	6.25 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	18.75 %
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	0.00 %
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	75.00 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	0.00 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	18.75 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	81.25 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	6.25 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	31.25 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	62.50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	0.00 %
Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	43.75 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	56.25 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

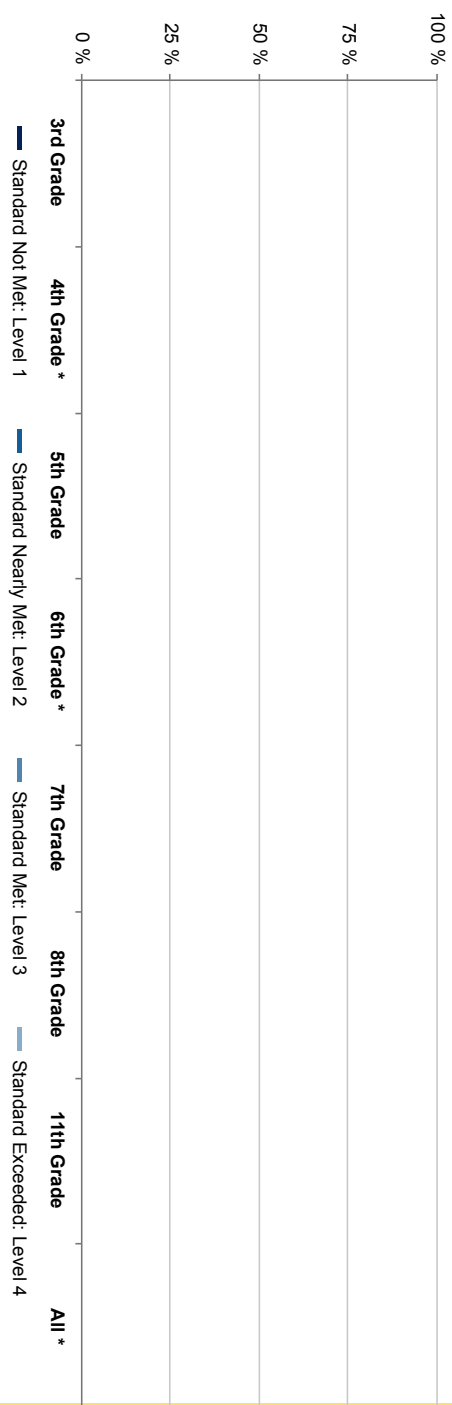
Smarter Balanced Results (2015)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Asian

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽ⁱ⁾	N/A	28	N/A	23	N/A	N/A	N/A	91
Number of Students Tested ⁽ⁱ⁾	N/A	2	N/A	2	N/A	N/A	N/A	4
Number of Students With Scores ⁽ⁱ⁾	N/A	2	N/A	2	N/A	N/A	N/A	4
Mean Scale Score	N/A	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽ⁱ⁾	N/A	*	N/A	*	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard ⁽¹⁾	N/A	*	N/A	*	N/A	N/A	N/A	*

Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
	At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
	Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

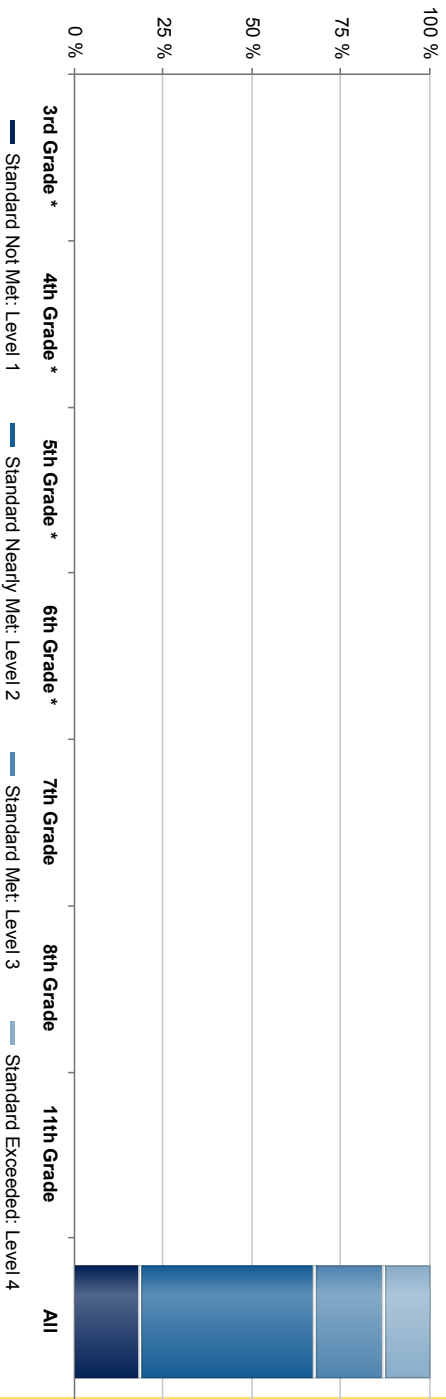
Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
	At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
	Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	4	3	5	4	N/A	N/A	N/A	16
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	13 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	19 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	50 %
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	19 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	19 %
At or Near Standard ¹	*	*	*	*	N/A	N/A	N/A	44 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	38 %

Writing: Producing clear and purposeful writing


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	13 %
At or Near Standard ¹	*	*	*	*	N/A	N/A	N/A	80 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	7 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	13 %
At or Near Standard ¹	*	*	*	*	N/A	N/A	N/A	81 %
Below Standard ¹								

	*	*	*	*	N/A	N/A	N/A	N/A	6 %
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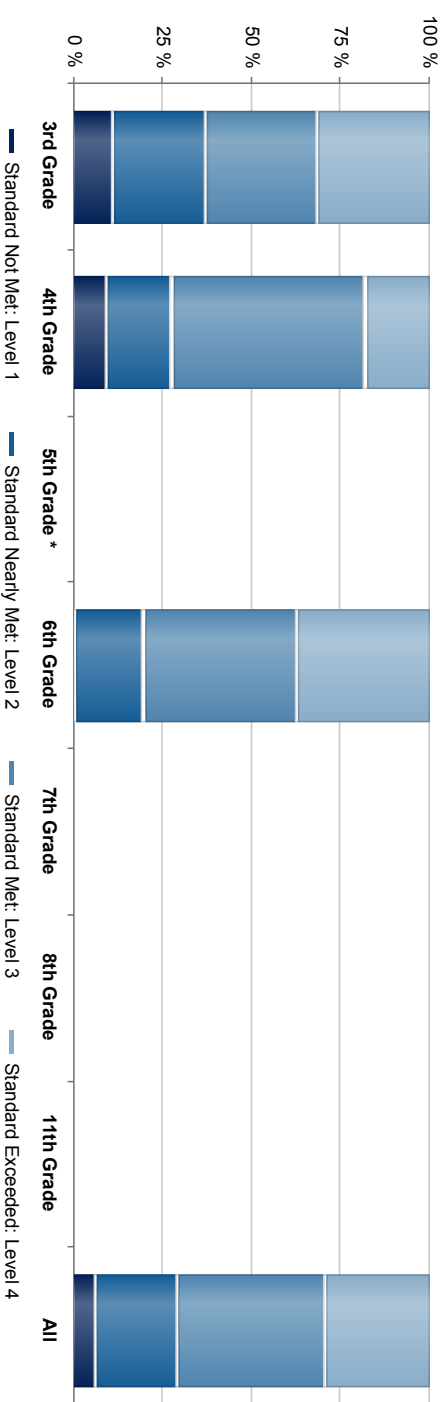
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	38 %
At or Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	38 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)


Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ¹	19	11	7	16	N/A	N/A	N/A	53
Number of Students With Scores ¹	19	11	7	16	N/A	N/A	N/A	53
Mean Scale Score	2450.5	2479.7	*	2586.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	32 %	18 %	*	38 %	N/A	N/A	N/A	30 %
Standard Met: Level 3 ¹	32 %	55 %	*	44 %	N/A	N/A	N/A	42 %
Standard Nearly Met: Level 2 ¹	26 %	18 %	*	19 %	N/A	N/A	N/A	23 %
Standard Not Met: Level 1 ¹	11 %	9 %	*	0 %	N/A	N/A	N/A	6 %




[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level 	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	47 %	18 %	*	38 %	N/A	N/A	N/A	36 %
At or Near Standard ¹	42 %	73 %	*	44 %	N/A	N/A	N/A	51 %
Below Standard ¹	11 %	9 %	*	19 %	N/A	N/A	N/A	13 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	32 %	36 %	*	56 %	N/A	N/A	N/A	40 %
At or Near Standard 	47 %	55 %	*	44 %	N/A	N/A	N/A	49 %
Below Standard 	21 %	9 %	*	0 %	N/A	N/A	N/A	11 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	32 %	9 %	*	31 %	N/A	N/A	N/A	25 %
At or Near Standard 	63 %	82 %	*	69 %	N/A	N/A	N/A	72 %
Below Standard 	5 %	9 %	*	0 %	N/A	N/A	N/A	4 %

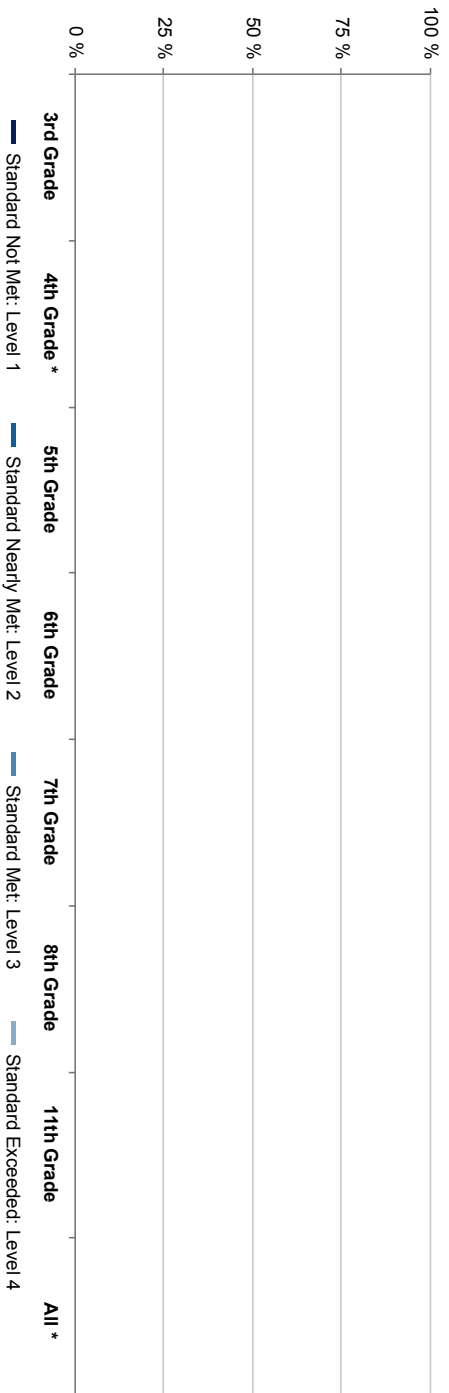
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26 %	22 %	*	44 %	N/A	N/A	N/A	31 %
At or Near Standard 	47 %	78 %	*	50 %	N/A	N/A	N/A	57 %
Below Standard 	26 %	0 %	*	6 %	N/A	N/A	N/A	12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽¹⁾	N/A	28	N/A	N/A	N/A	N/A	N/A	91
Number of Students Tested ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Number of Students With Scores ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*
	At or Near Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*
	Below Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*

Research/Inquiry: Investigating, analyzing, and presenting information

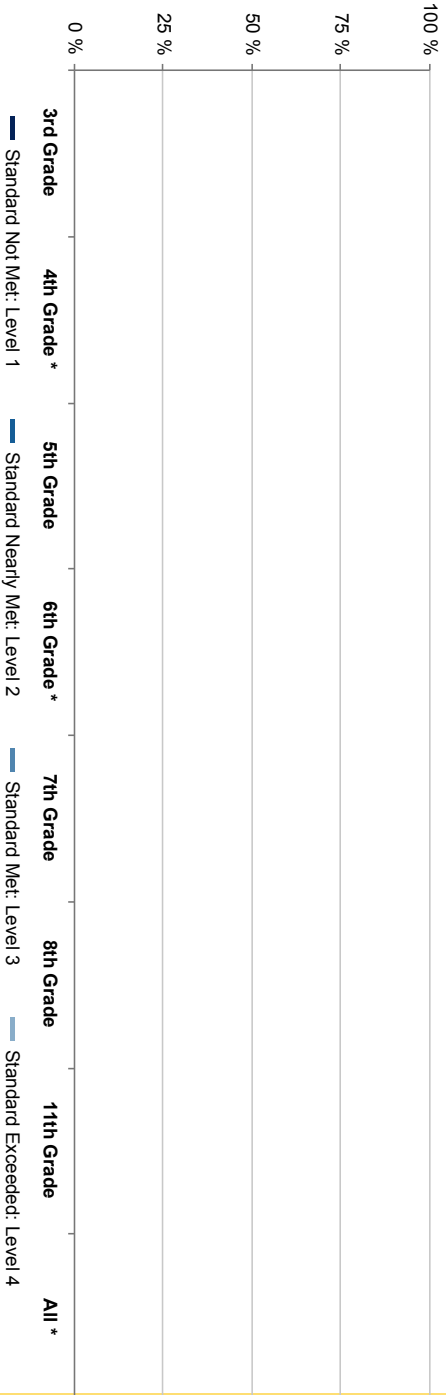
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
	At or Near Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
	Below Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Asian

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	28	N/A	N/A	23	N/A	N/A	91
Number of Students Tested	N/A	2	N/A	N/A	2	N/A	N/A	4
Number of Students With Scores	N/A	2	N/A	N/A	2	N/A	N/A	4
Mean Scale Score	N/A	*	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Met: Level 3	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Nearly Met: Level 2	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Not Met: Level 1	N/A	*	N/A	N/A	*	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
$\frac{a}{b} = c$ Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

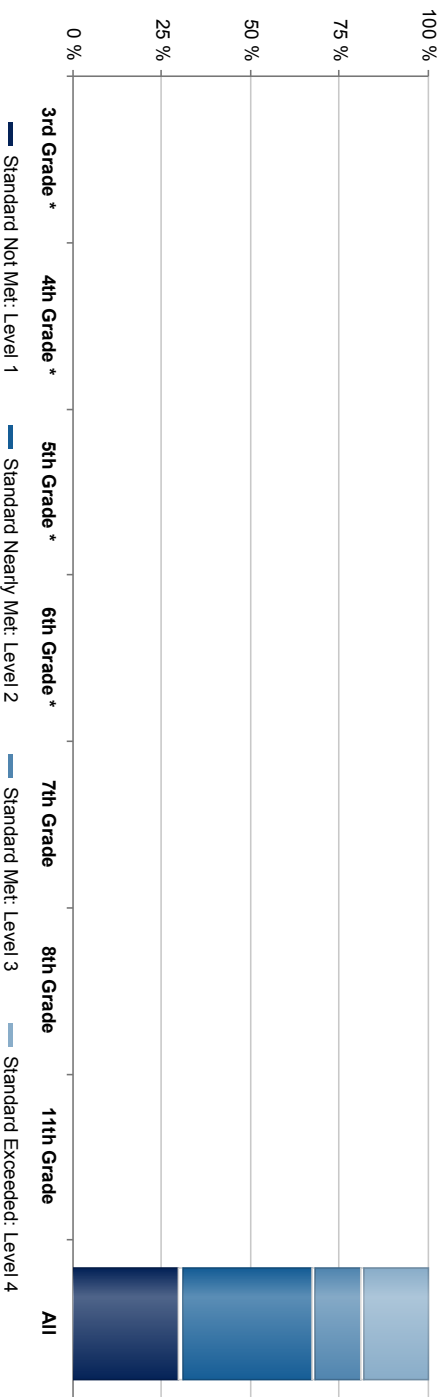
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

Below Standard ⓘ	N/A	*	N/A	*	N/A	N/A	N/A	*
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[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino





Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⓘ	4	3	5	4	N/A	N/A	N/A	16
Number of Students With Scores ⓘ	4	3	5	4	N/A	N/A	N/A	16




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	*	*	*	*	N/A	N/A	N/A	19 %
Standard Met: Level 3 	*	*	*	*	N/A	N/A	N/A	13 %
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	38 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	31 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	N/A	N/A	N/A	25 %
 At or Near Standard	*	*	*	*	N/A	N/A	N/A	31 %
 Below Standard	*	*	*	*	N/A	N/A	N/A	44 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	N/A	N/A	N/A	13 %
 At or Near Standard								

	*	*	*	*	*	N/A	N/A	N/A	N/A	63 %
Below Standard 	*	*	*	*	*	N/A	N/A	N/A	N/A	25 %

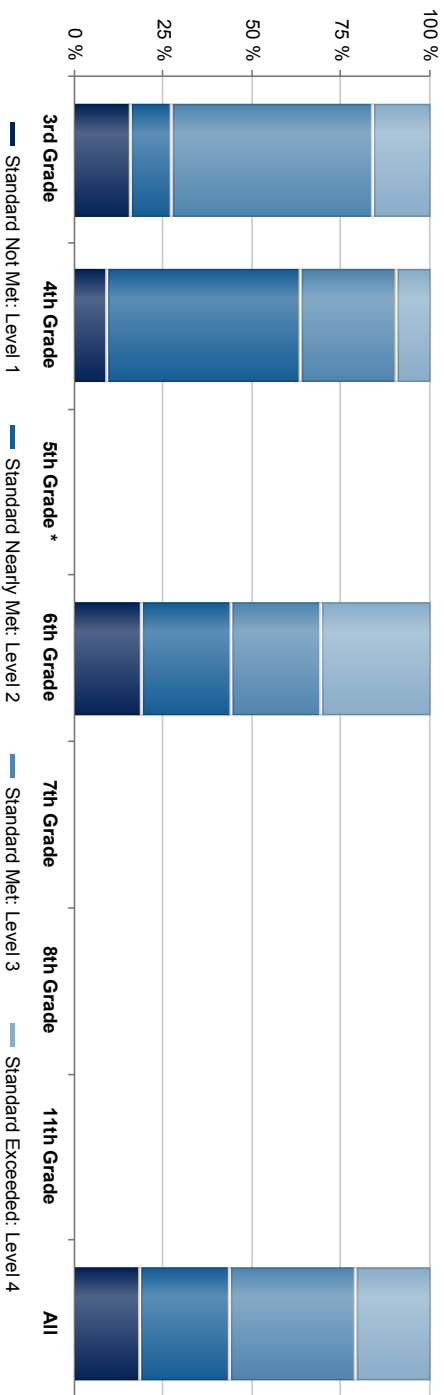
COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	19 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	31 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors




Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	19	11	7	16	N/A	N/A	N/A	53
Number of Students With Scores	19	11	7	16	N/A	N/A	N/A	53
Mean Scale Score	2452.0	2458.7	*	2561.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	16 %	9 %	*	31 %	N/A	N/A	N/A	21 %
Standard Met: Level 3	58 %	27 %	*	25 %	N/A	N/A	N/A	36 %
Standard Nearly Met: Level 2	11 %	55 %	*	25 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1	16 %	9 %	*	19 %	N/A	N/A	N/A	19 %




[Mathematics Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	68 %	18 %	*	38 %	N/A	N/A	N/A	43 %
At or Near Standard 	11 %	45 %	*	38 %	N/A	N/A	N/A	28 %
Below Standard 	21 %	36 %	*	25 %	N/A	N/A	N/A	28 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	58 %	27 %	*	25 %	N/A	N/A	N/A	36 %
At or Near Standard 	21 %	45 %	*	69 %	N/A	N/A	N/A	45 %
Below Standard 	21 %	27 %	*	6 %	N/A	N/A	N/A	19 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

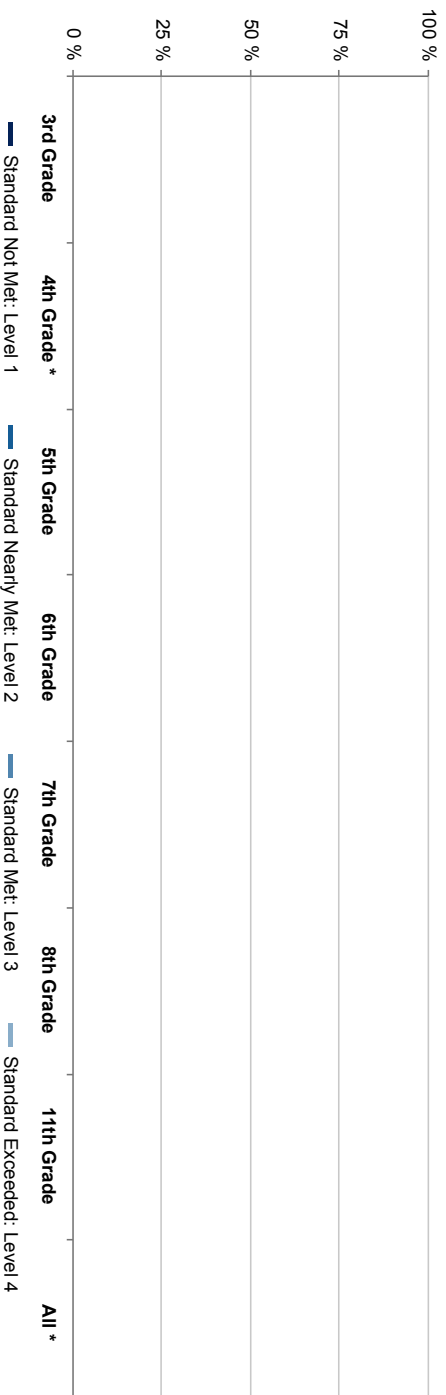
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	16 %	9 %	*	25 %	N/A	N/A	N/A	19 %
At or Near Standard 	63 %	55 %	*	50 %	N/A	N/A	N/A	55 %

Below Standard ⓘ	21 %	36 %	*	25 %	N/A	N/A	N/A	26 %
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[Mathematics Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



█ Standard Not Met: Level 1
 █ Standard Nearly Met: Level 2
 █ Standard Met: Level 3
 █ Standard Exceeded: Level 4

[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All *
Number of Students Enrolled ⓘ	N/A	28	N/A	N/A	N/A	N/A	N/A	91
Number of Students Tested ⓘ	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Number of Students With Scores ⓘ	N/A	1	N/A	N/A	N/A	N/A	N/A	1

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard ¹								

	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

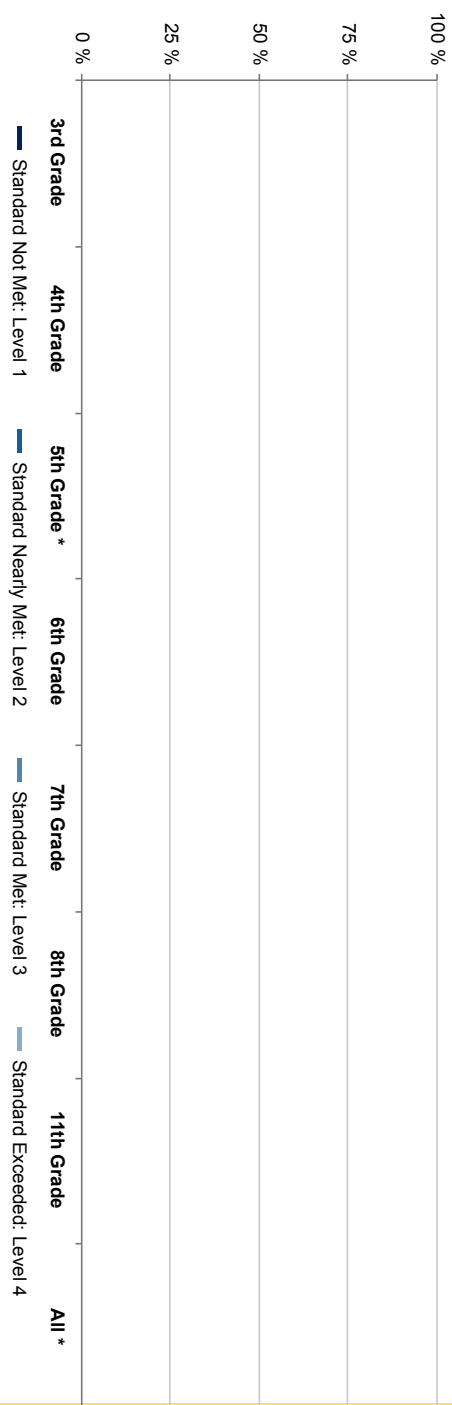
Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students Tested ⁽¹⁾	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students With Scores ⁽¹⁾	N/A	N/A	1	N/A	N/A	N/A	N/A	1
Mean Scale Score	N/A	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

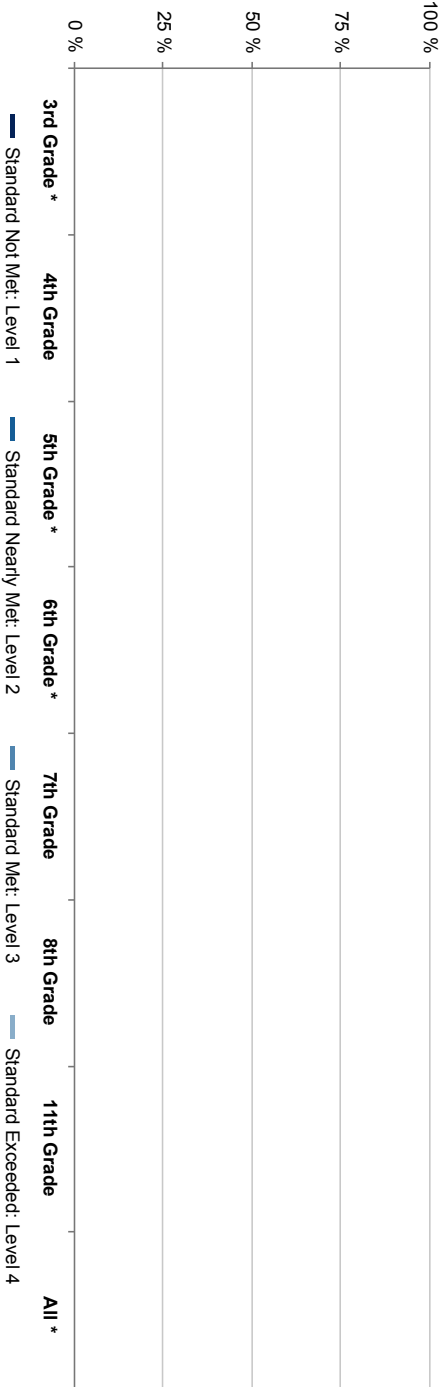
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	3	N/A	N/A	2	1	N/A	N/A	N/A	6
# of Students Tested	3	N/A	N/A	2	1	N/A	N/A	N/A	6
# of Students With Scores	3	N/A	N/A	2	1	N/A	N/A	N/A	6
Mean Scale Score	*	N/A	N/A	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Met: Level 3	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	N/A	N/A	*	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹								

	*	N/A	*	*	N/A	N/A	N/A	N/A	*
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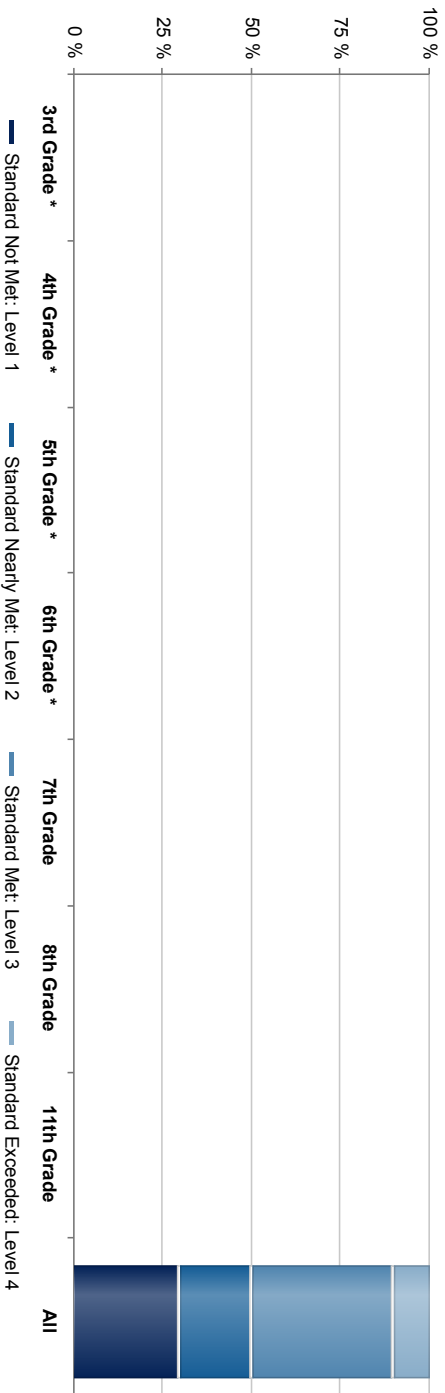
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	5	2	3	1	N/A	N/A	N/A	11
# of Students Tested ⁽¹⁾	5	2	3	1	N/A	N/A	N/A	11
# of Students With Scores ⁽¹⁾	5	1	3	1	N/A	N/A	N/A	10
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	10 %
Standard Met: Level 3 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	40 %
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	20 %
Standard Not Met: Level 1 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	20 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	70 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	20 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

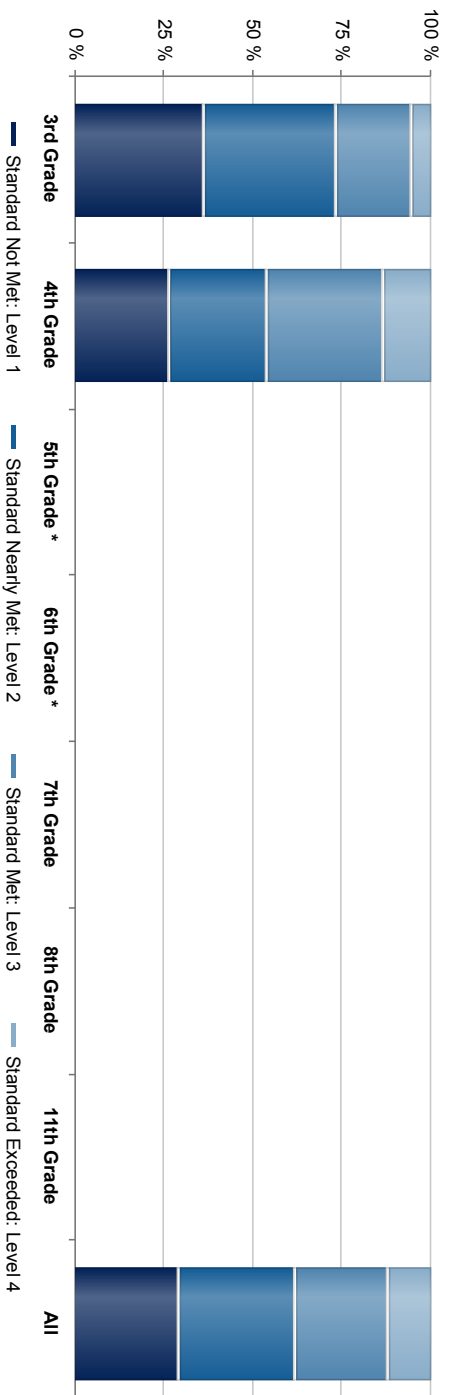
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	30 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	40 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	19	15	7	3	N/A	N/A	N/A	44
# of Students Tested ¹	19	15	6	3	N/A	N/A	N/A	43
# of Students With Scores ¹	19	15	6	3	N/A	N/A	N/A	43
Mean Scale Score	2395.2	2470.3	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	5 %	13 %	*	*	N/A	N/A	N/A	12 %
Standard Met: Level 3 ¹	21 %	33 %	*	*	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2 ¹	37 %	27 %	*	*	N/A	N/A	N/A	33 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 ⁽¹⁾	37 %	27 %	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	11 %	13 %	*	*	N/A	N/A	N/A	16 %
Near Standard ⁽¹⁾	37 %	67 %	*	*	N/A	N/A	N/A	47 %
Below Standard ⁽¹⁾	53 %	20 %	*	*	N/A	N/A	N/A	37 %

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	11 %	13 %	*	*	N/A	N/A	N/A	14 %
Near Standard ⁽¹⁾	53 %	67 %	*	*	N/A	N/A	N/A	51 %
Below Standard ⁽¹⁾	37 %	20 %	*	*	N/A	N/A	N/A	35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ⁽ⁱ⁾	11 %	27 %	*	*	N/A	N/A	N/A	16 %
	Near Standard ⁽ⁱ⁾	79 %	67 %	*	*	N/A	N/A	N/A	72 %
	Below Standard ⁽ⁱ⁾	11 %	7 %	*	*	N/A	N/A	N/A	12 %

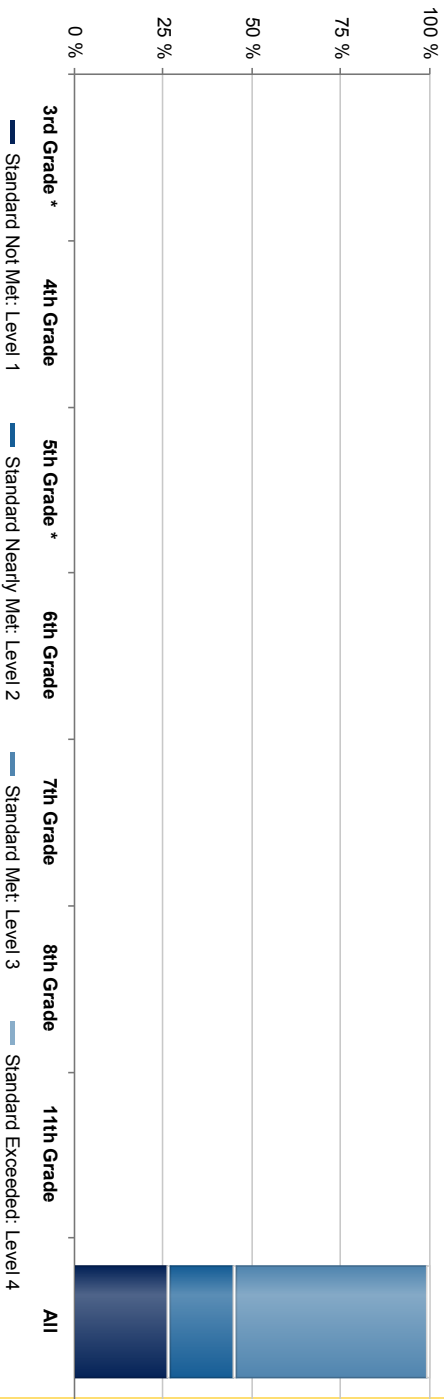
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁽ⁱ⁾	5 %	13 %	*	*	N/A	N/A	N/A	19 %
	Near Standard ⁽ⁱ⁾	47 %	80 %	*	*	N/A	N/A	N/A	56 %
	Below Standard ⁽ⁱ⁾	47 %	7 %	*	*	N/A	N/A	N/A	26 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students Tested	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students With Scores	7	N/A	4	N/A	N/A	N/A	N/A	11
Mean Scale Score	*	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	N/A	*	N/A	N/A	N/A	N/A	0 %
Standard Met: Level 3	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Standard Nearly Met: Level 2	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Standard Not Met: Level 1	*	N/A	*	N/A	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	73 %
Below Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	18 %

WRITING: How well do students communicate in writing?




Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	64 %
Below Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	27 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	64 %
Below Standard ¹								

	*	N/A	*	N/A	N/A	N/A	N/A	N/A	18 %
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RESEARCH/INQUIRY: How well can students find and present information about a topic?

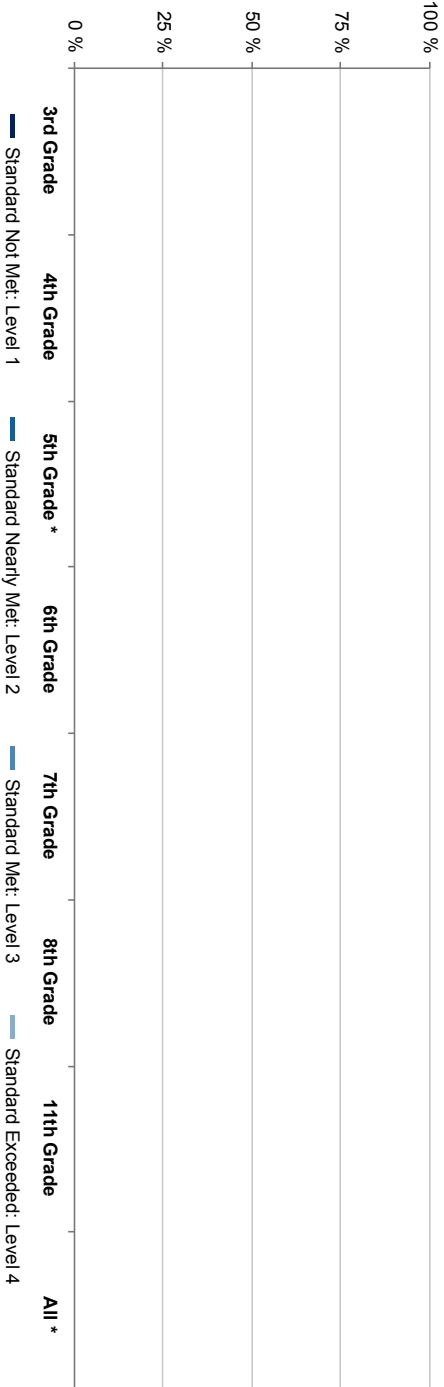
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Black or African American

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students Tested ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students With Scores ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
Mean Scale Score	N/A	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

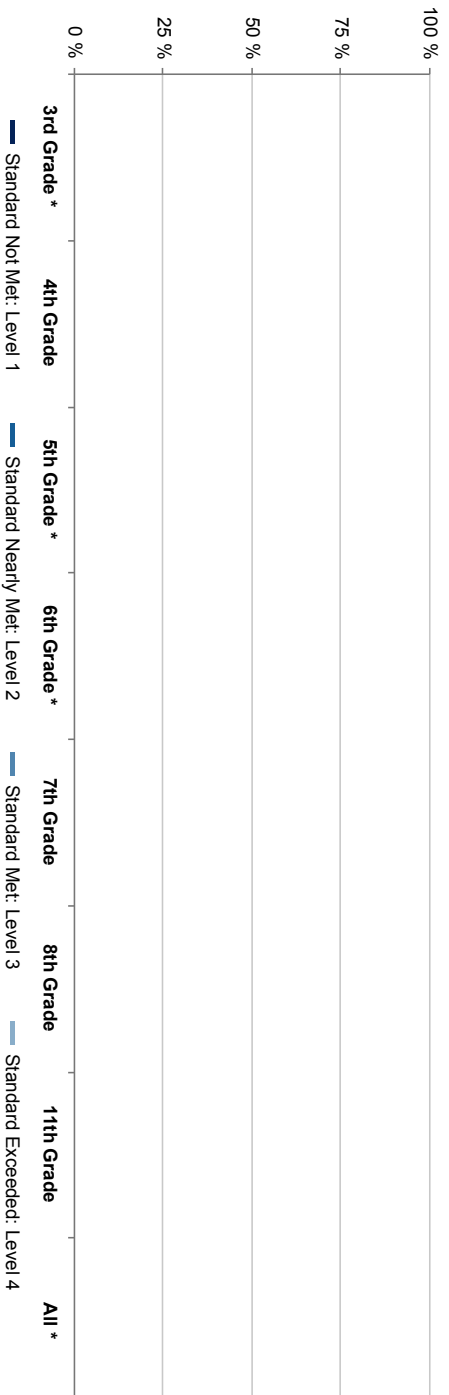
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 								

	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	3	N/A	2	1	N/A	N/A	N/A	6
# of Students Tested ¹	3	N/A	2	1	N/A	N/A	N/A	6




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	3	N/A	2	1	N/A	N/A	N/A	6
Mean Scale Score	*	N/A	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
 Near Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
 Below Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	View Reports									
	Above Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*
Near Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*	
Below Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*	

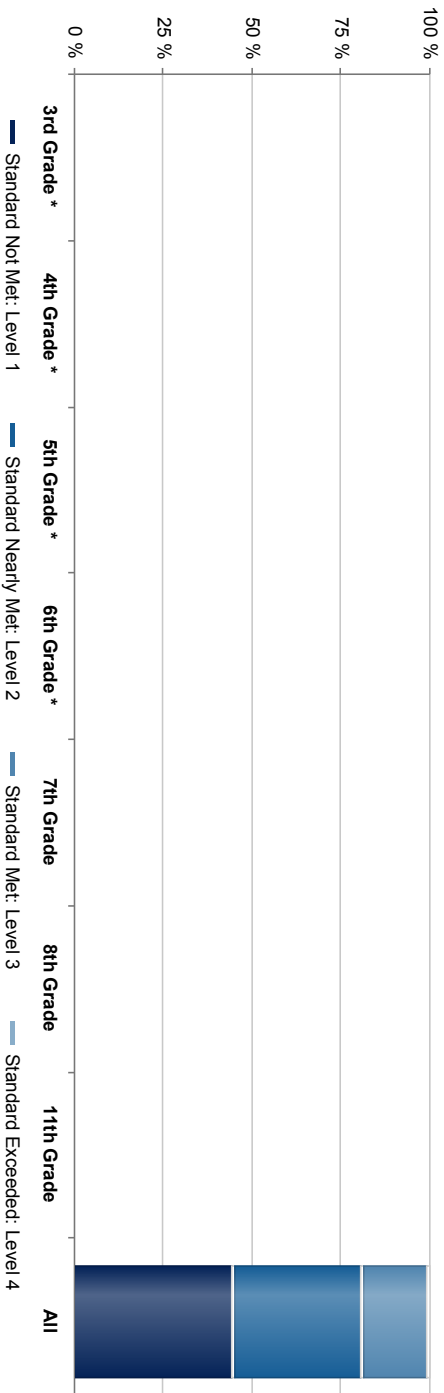
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Mathematics Area Achievement Level Descriptors									
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Above Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*	
Near Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*	
Below Standard ⁽ⁱ⁾	*	N/A	*	*	N/A	N/A	N/A	N/A	*	

[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	5	2	3	1	N/A	N/A	N/A	11
# of Students Tested	5	2	3	1	N/A	N/A	N/A	11
# of Students With Scores	5	2	3	1	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	18%
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	36%
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	45%

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
	Near Standard 	*	*	*	*	N/A	N/A	N/A	9 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	73 %	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
	Near Standard 	*	*	*	*	N/A	N/A	N/A	36 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	55 %	

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

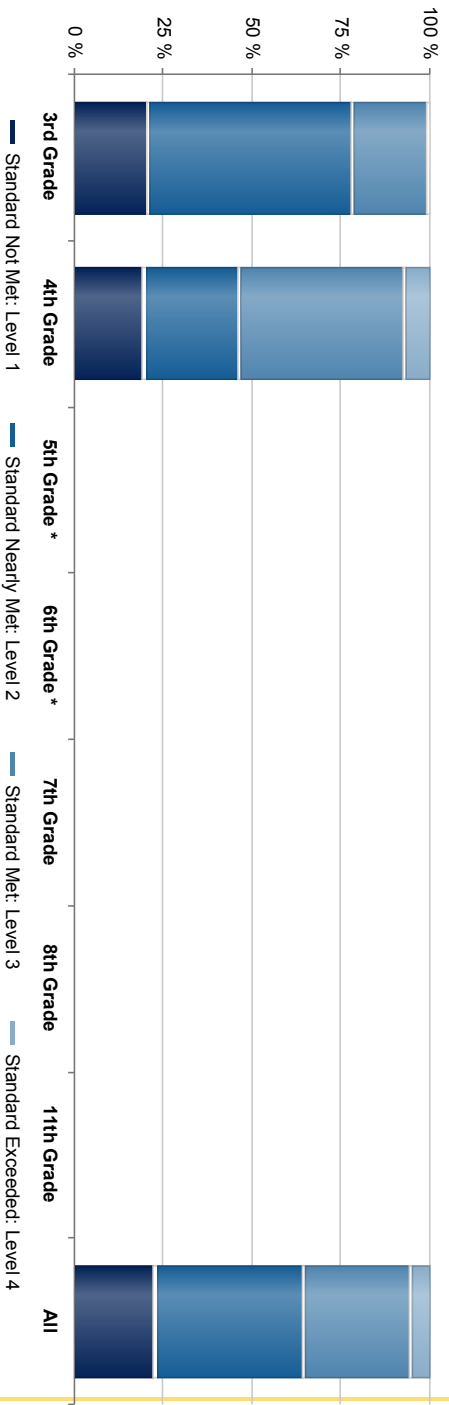
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
	Near Standard 								

	*	*	*	*	N/A	N/A	N/A	N/A	45 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	N/A	45 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	19	15	7	3	N/A	N/A	N/A	44
# of Students Tested ¹	19	15	6	3	N/A	N/A	N/A	43




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	19	15	6	3	N/A	N/A	N/A	43
Mean Scale Score	2396.9	2459.8	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	0 %	7 %	*	*	N/A	N/A	N/A	5 %
Standard Met: Level 3 ⁽¹⁾	21 %	47 %	*	*	N/A	N/A	N/A	30 %
Standard Nearly Met: Level 2 ⁽¹⁾	58 %	27 %	*	*	N/A	N/A	N/A	42 %
Standard Not Met: Level 1 ⁽¹⁾	21 %	20 %	*	*	N/A	N/A	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	5 %	13 %	*	*	N/A	N/A	N/A	9 %
 Near Standard ⁽¹⁾	42 %	53 %	*	*	N/A	N/A	N/A	49 %
 Below Standard ⁽¹⁾	53 %	33 %	*	*	N/A	N/A	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{b} = c$	Above Standard ⁽ⁱ⁾		Near Standard ⁽ⁱ⁾		Below Standard ⁽ⁱ⁾	
	0 %	7 %	68 %	67 %	32 %	27 %
	*	*	*	*	*	*
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	5 %		63 %		33 %	

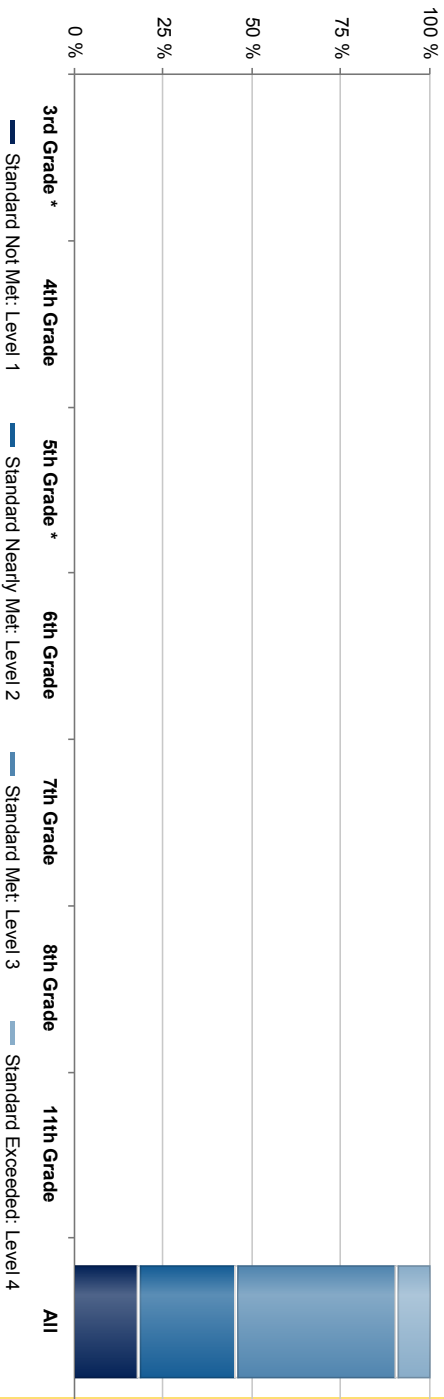
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		11th Grade		All	
	Above Standard ⁽ⁱ⁾	Near Standard ⁽ⁱ⁾	0 %	20 %	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12 %	
	Near Standard ⁽ⁱ⁾	89 %	47 %	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63 %		
	Below Standard ⁽ⁱ⁾	11 %	33 %	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26 %		

[Mathematics Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students Tested ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students With Scores ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
Mean Scale Score	*	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	N/A	*	N/A	N/A	N/A	N/A	9%
Standard Met: Level 3 ¹	*	N/A	*	N/A	N/A	N/A	N/A	45%
Standard Nearly Met: Level 2 ¹	*	N/A	*	N/A	N/A	N/A	N/A	27%
Standard Not Met: Level 1 ¹	*	N/A	*	N/A	N/A	N/A	N/A	18%

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	27 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	73 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard 								

	*	N/A	*	N/A	N/A	N/A	N/A	N/A	45 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	N/A	36 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

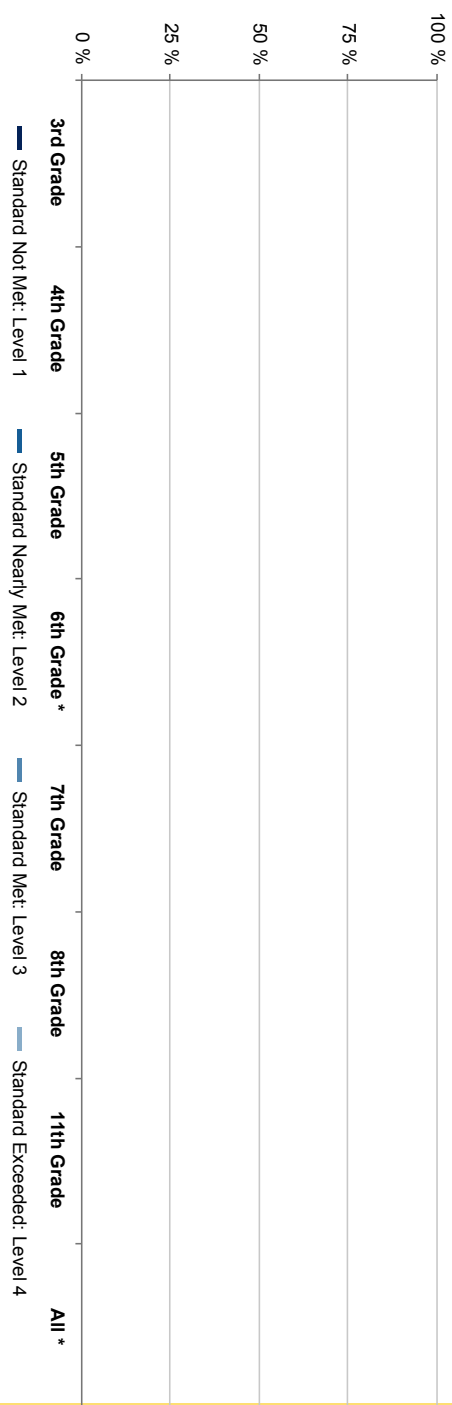
Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
# of Students Tested ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
# of Students With Scores ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

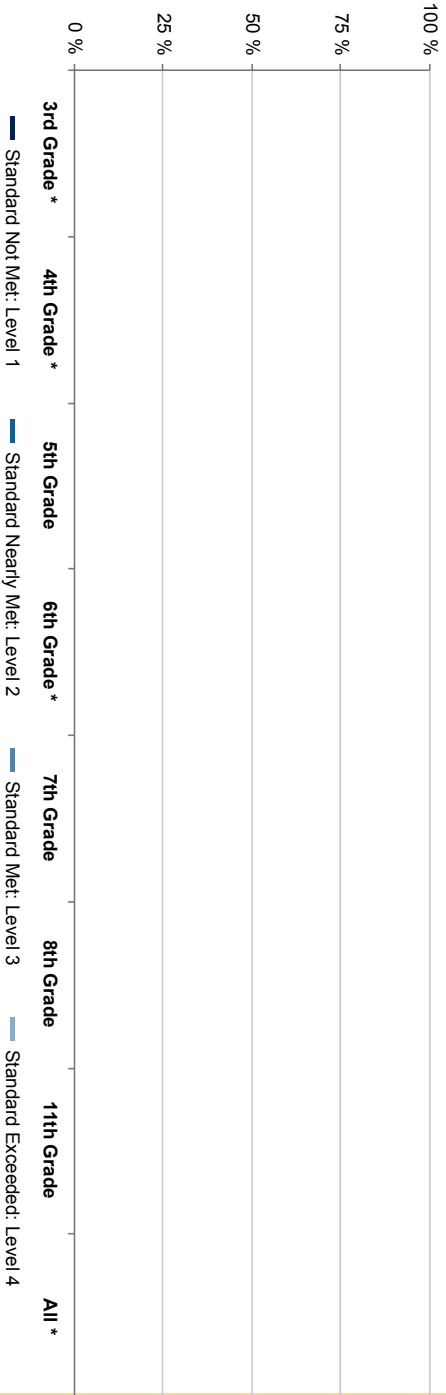
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
# of Students Tested ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
# of Students With Scores ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹								

	*	*	N/A	*	N/A	N/A	N/A	N/A	*
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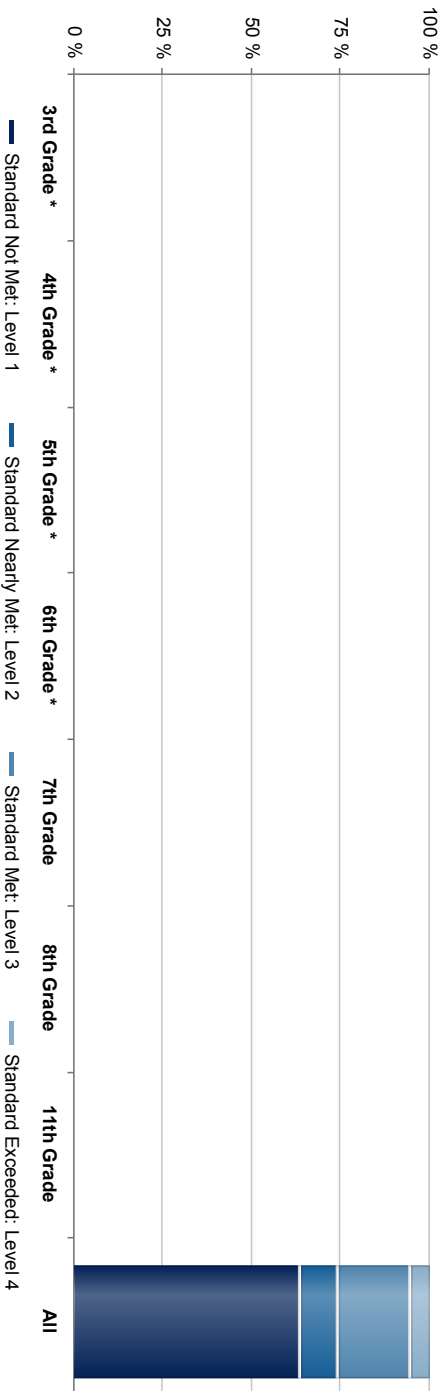
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	*	N/A	N/A	N/A	20
# of Students Tested ¹	*	*	*	*	N/A	N/A	N/A	20
# of Students With Scores ¹	*	*	*	*	N/A	N/A	N/A	20
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
Standard Met: Level 3 ¹	*	*	*	*	N/A	N/A	N/A	20.00 %
Standard Nearly Met: Level 2 ¹	*	*	*	*	N/A	N/A	N/A	10.00 %
Standard Not Met: Level 1 ¹	*	*	*	*	N/A	N/A	N/A	65.00 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	35.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	60.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	0.00 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	45.00 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	55.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	5.00 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	50.00 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	45.00 %

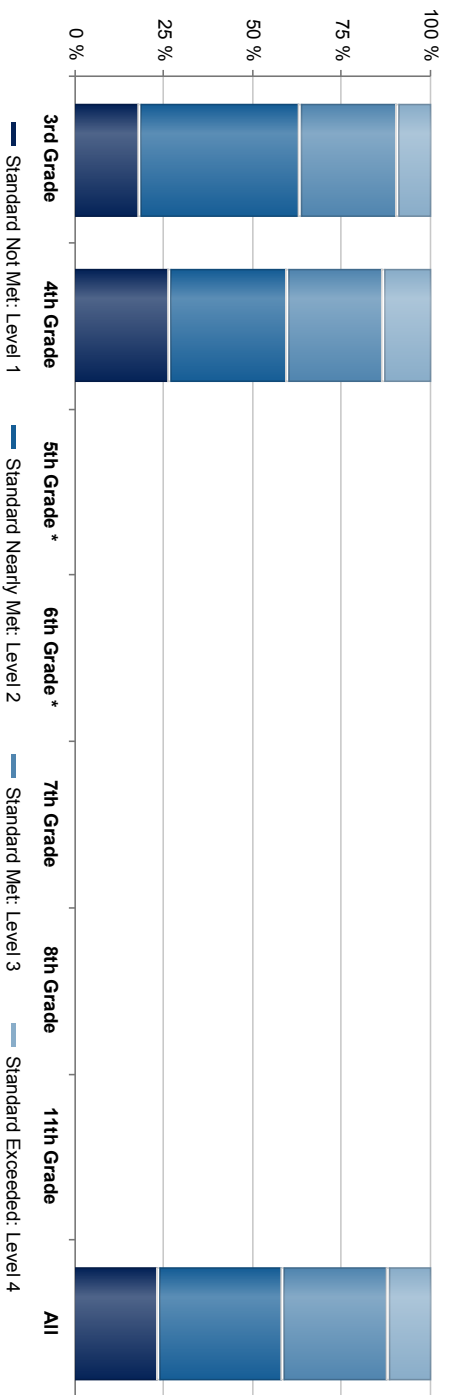
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	15.00 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	35.00 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	50.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	11	16	*	*	N/A	N/A	N/A	36
# of Students Tested ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
# of Students With Scores ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
Mean Scale Score	2423.9	2454.5	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	9.09 %	13.33 %	*	*	N/A	N/A	N/A	11.76 %
Standard Met: Level 3 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	29.41 %
Standard Nearly Met: Level 2 ⁽¹⁾	45.45 %	33.33 %	*	*	N/A	N/A	N/A	35.29 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 ⁽¹⁾	18.18 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	0.00 %	20.00 %	*	*	N/A	N/A	N/A	14.71 %
Near Standard ⁽¹⁾	72.73 %	66.67 %	*	*	N/A	N/A	N/A	67.65 %
Below Standard ⁽¹⁾	27.27 %	13.33 %	*	*	N/A	N/A	N/A	17.65 %

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	9.09 %	6.67 %	*	*	N/A	N/A	N/A	11.76 %
Near Standard ⁽¹⁾	72.73 %	66.67 %	*	*	N/A	N/A	N/A	67.65 %
Below Standard ⁽¹⁾	18.18 %	26.67 %	*	*	N/A	N/A	N/A	20.59 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ¹	18.18 %	0.00 %	*	*	N/A	N/A	N/A	N/A	8.82 %
	Near Standard ¹	81.82 %	80.00 %	*	*	N/A	N/A	N/A	N/A	79.41 %
	Below Standard ¹	0.00 %	20.00 %	*	*	N/A	N/A	N/A	N/A	11.76 %

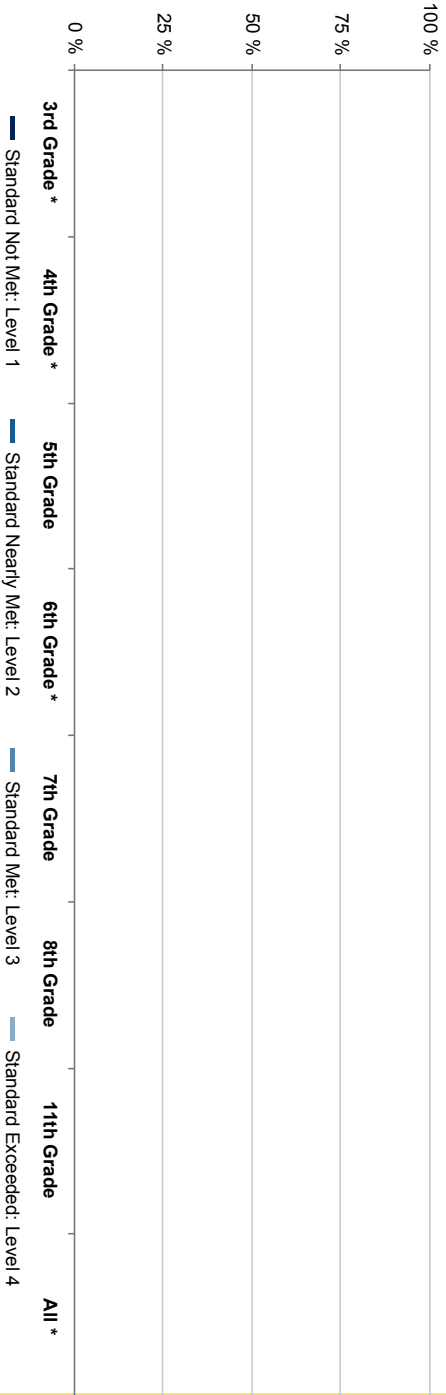
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	9.09 %	26.67 %	*	*	N/A	N/A	N/A	20.59 %
	Near Standard ¹	72.73 %	46.67 %	*	*	N/A	N/A	N/A	55.88 %
	Below Standard ¹	18.18 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	*	*	*	*	*	*
# of Students Tested ⓘ	*	*	*	*	*	*	*	*
# of Students With Scores ⓘ	*	*	*	*	*	*	*	*
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	*	*	*
Standard Met: Level 3 ⓘ	*	*	*	*	*	*	*	*
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	*	*	*
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	*	*	*

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹								

	*	*	N/A	*	N/A	N/A	N/A	*
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RESEARCH/INQUIRY: How well can students find and present information about a topic?

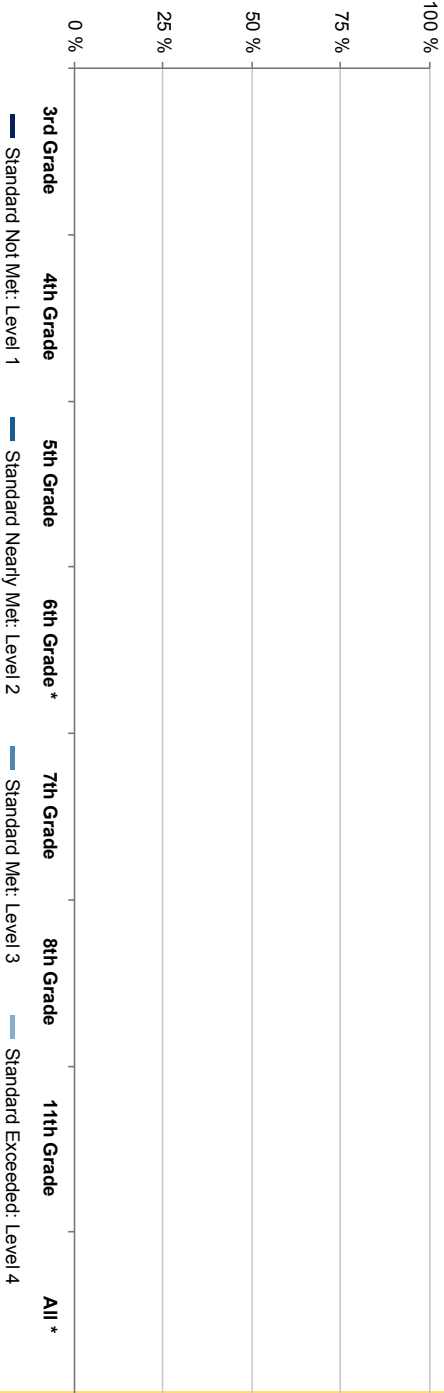
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard 	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	*	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Black or African American

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Mean Scale Score	N/A	N/A	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

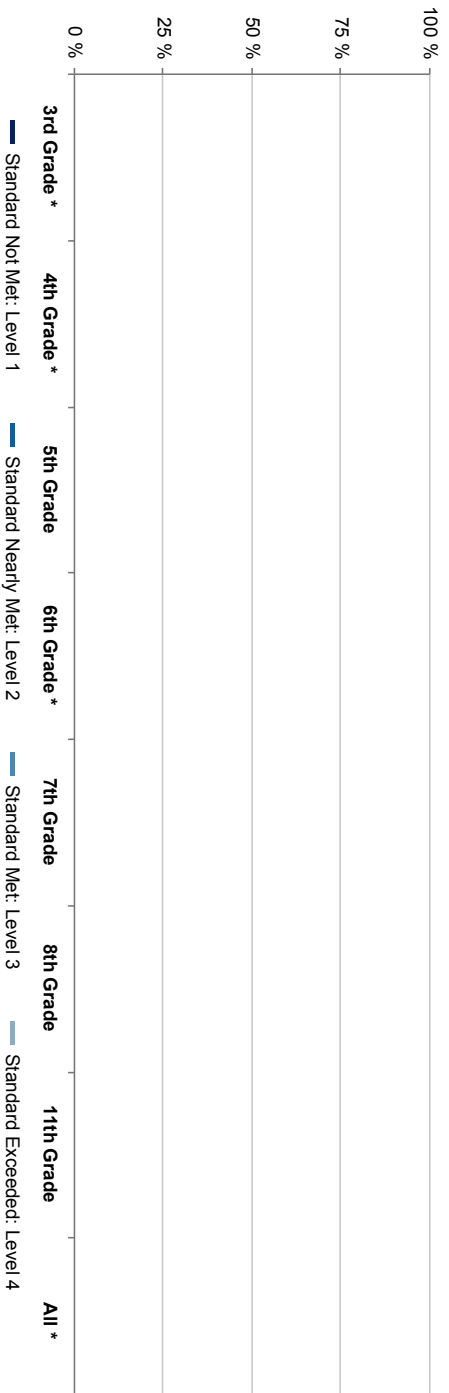
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 								

	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	N/A	*	N/A	N/A	N/A	*
# of Students Tested ¹	*	*	N/A	*	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
 Near Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
 Below Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	Above Standard	*	*	N/A	*	N/A	N/A	N/A	*
	Near Standard	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard	*	*	N/A	*	N/A	N/A	N/A	*	

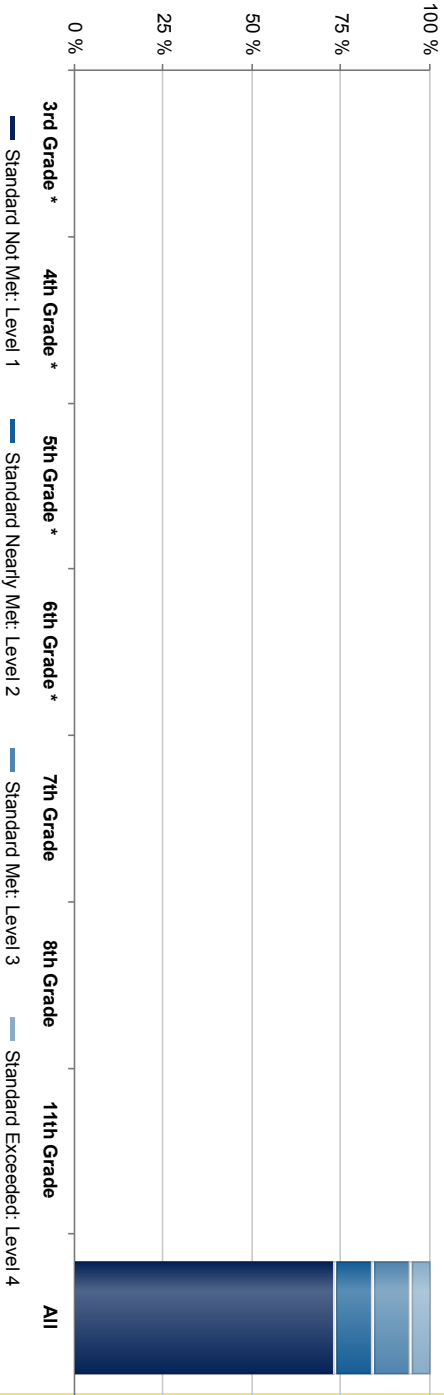
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	N/A	*	N/A	N/A	N/A	N/A
Near Standard	*	*	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard	*	*	N/A	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	*	*	N/A	N/A	20
# of Students Tested ¹	*	*	*	*	*	N/A	N/A	20
# of Students With Scores ¹	*	*	*	*	*	N/A	N/A	20
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	*	*	N/A	N/A	5.00 %
Standard Met: Level 3 ¹	*	*	*	*	*	N/A	N/A	10.00 %
Standard Nearly Met: Level 2 ¹	*	*	*	*	*	N/A	N/A	10.00 %
Standard Not Met: Level 1 ¹	*	*	*	*	*	N/A	N/A	75.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	10.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	85.00 %	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	30.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	65.00 %	

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

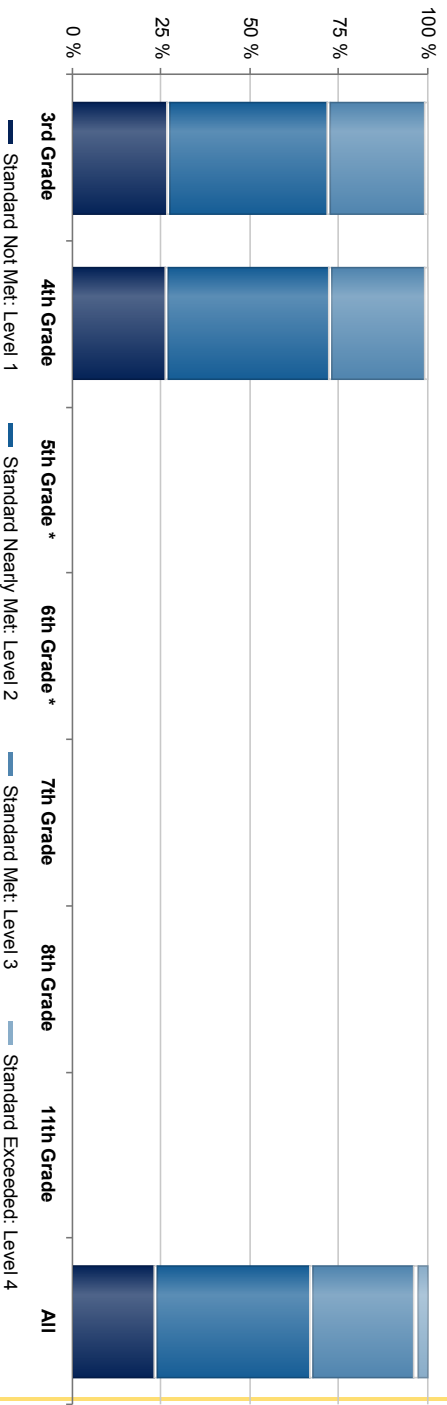
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	10.00 %
	Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	N/A	40.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	N/A	50.00 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	11	16	*	*	*	N/A	N/A	36
# of Students Tested ¹	11	15	*	*	*	N/A	N/A	34


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
Mean Scale Score	2396.8	2444.0	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	0.00 %	0.00 %	*	*	N/A	N/A	N/A	2.94 %
Standard Met: Level 3 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	29.41 %
Standard Nearly Met: Level 2 ⁽¹⁾	45.45 %	46.67 %	*	*	N/A	N/A	N/A	44.12 %
Standard Not Met: Level 1 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[Mathematics Scale Score Ranges](#)

Areas

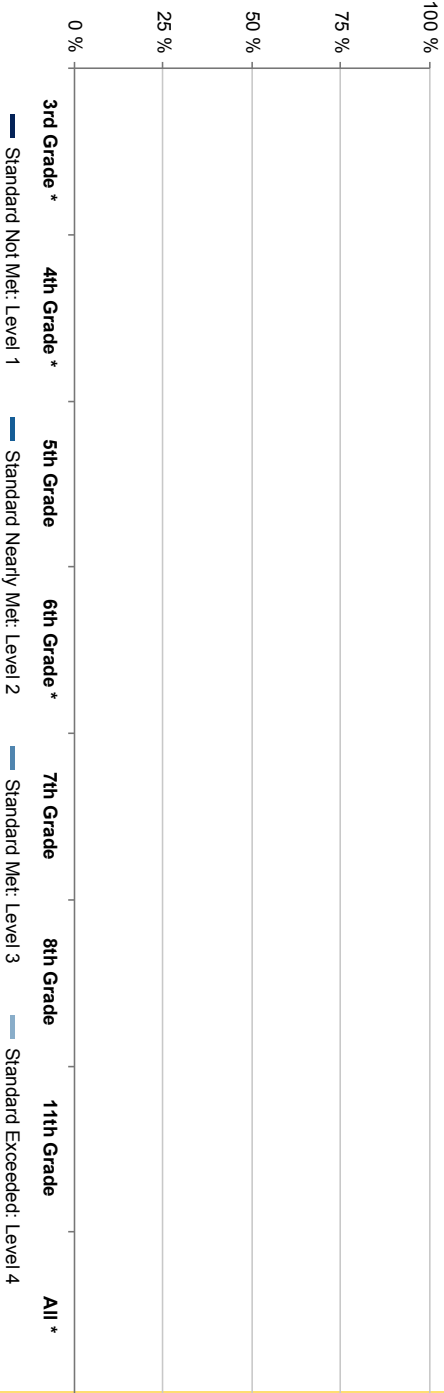
Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	0.00 %	6.67 %	*	*	N/A	N/A	N/A	8.82 %
Near Standard ⁽¹⁾	54.55 %	40.00 %	*	*	N/A	N/A	N/A	50.00 %
Below Standard ⁽¹⁾	45.45 %	53.33 %	*	*	N/A	N/A	N/A	41.18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
# of Students Tested ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
# of Students With Scores ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹								

	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	*	*	N/A	*	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

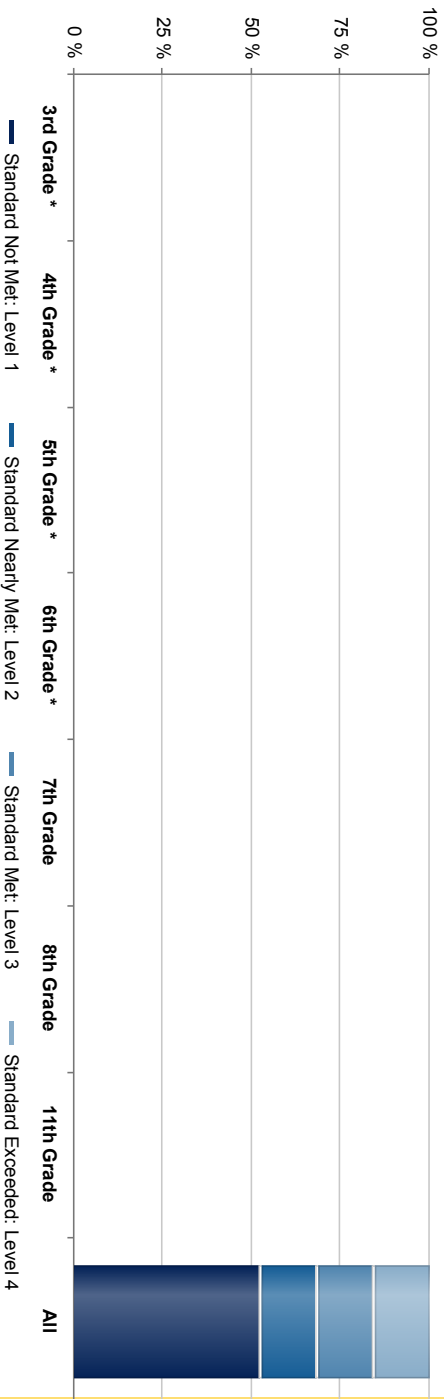
Smarter Balanced Results (2018)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Hispanic or Latino



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	27
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	15.38 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	15.38 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	15.38 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	53.85 %

[English Language Arts/Literacy Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	19.23 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	23.08 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	57.69 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	26.92 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	65.38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	15.38 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %

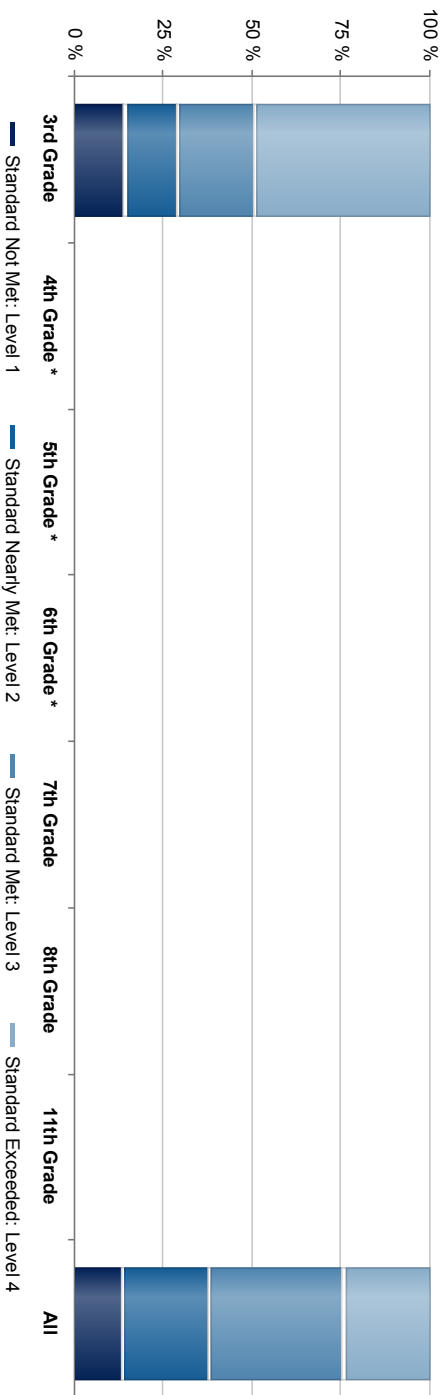
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	11.54 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	14	*	*	*	*	N/A	N/A	37
# of Students Tested ¹	14	*	*	*	*	N/A	N/A	37
# of Students With Scores ¹	14	*	*	*	*	N/A	N/A	37
Mean Scale Score	2461.3	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	50.00 %	*	*	*	*	N/A	N/A	24.32 %
Standard Met: Level 3 ¹	21.43 %	*	*	*	*	N/A	N/A	37.84 %
Standard Nearly Met: Level 2 ¹	14.29 %	*	*	*	*	N/A	N/A	24.32 %
Standard Not Met: Level 1 ¹	14.29 %	*	*	*	*	N/A	N/A	13.51 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	35.14 %
Near Standard ¹	42.86 %	*	*	*	N/A	N/A	N/A	51.35 %
Below Standard ¹	7.14 %	*	*	*	N/A	N/A	N/A	13.51 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	21.62 %
Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	59.46 %
Below Standard ¹	14.29 %	*	*	*	N/A	N/A	N/A	18.92 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	24.32 %
Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	67.57 %
Below Standard ¹								

	14.29 %	*	*	*	N/A	N/A	N/A	N/A	8.11 %
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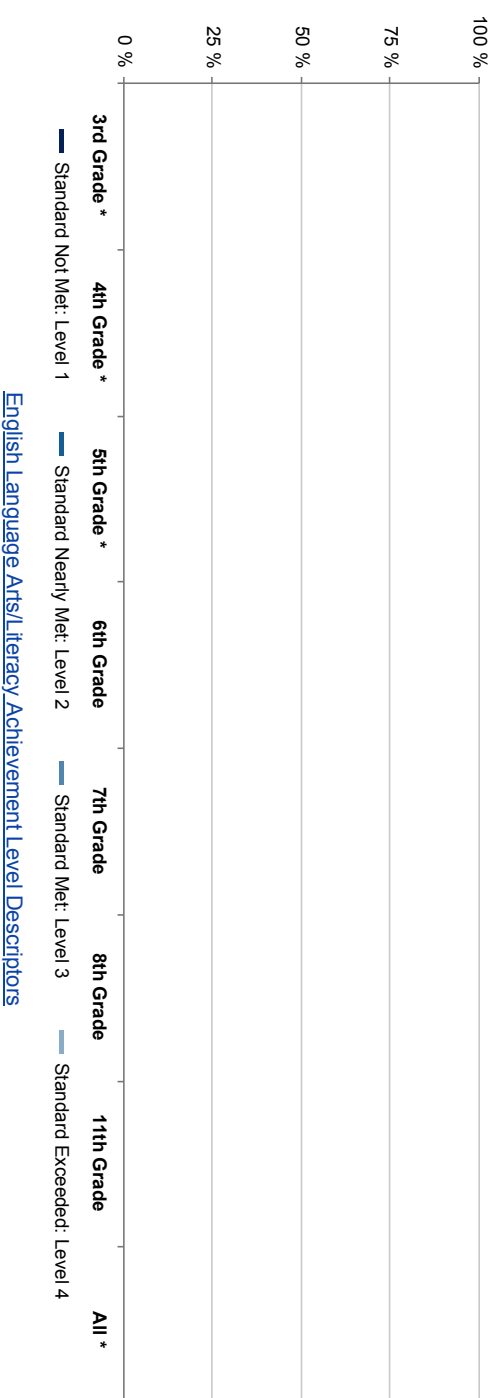
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	28.57 %	*	*	*	N/A	N/A	N/A	21.62 %
Near Standard ¹	42.86 %	*	*	*	N/A	N/A	N/A	67.57 %
Below Standard ¹	28.57 %	*	*	*	N/A	N/A	N/A	10.81 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	N/A	N/A	N/A	N/A	*
# of Students Tested ¹	*	*	*	N/A	N/A	N/A	N/A	*
# of Students With Scores ¹	*	*	*	N/A	N/A	N/A	N/A	*
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	*	*	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level 	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

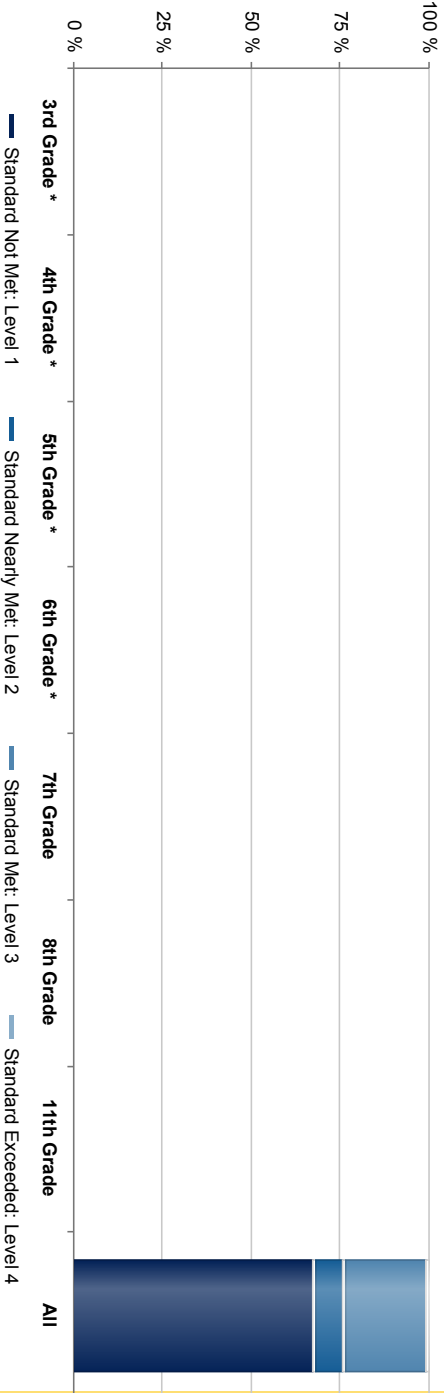
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Hispanic or Latino



Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	*	*	N/A	N/A	27
# of Students Tested ¹	*	*	*	*	*	N/A	N/A	26
# of Students With Scores ¹	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3 ¹	*	*	*	*	*	N/A	N/A	23.08 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	7.69 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	69.23 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	19.23 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	76.92 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	30.77 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	61.54 %

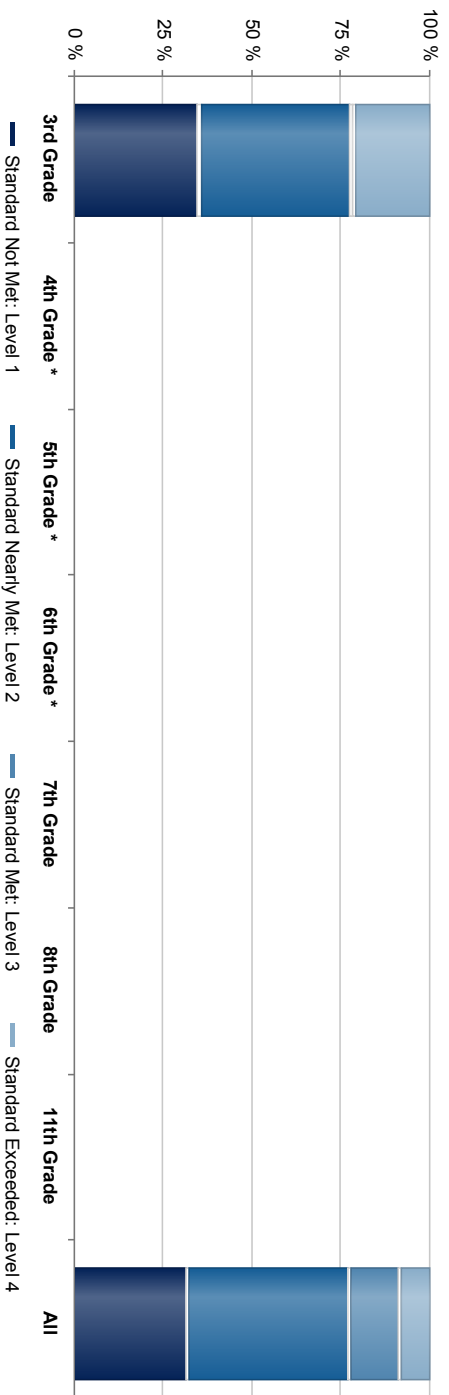
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	11.54 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30.77 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	57.69 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	14	*	*	*	N/A	N/A	N/A	37
# of Students Tested ¹	14	*	*	*	N/A	N/A	N/A	37
# of Students With Scores ¹	14	*	*	*	N/A	N/A	N/A	37
Mean Scale Score	2395.9	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21.43 %	*	*	*	N/A	N/A	N/A	8.11 %
Standard Met: Level 3 ¹	0.00 %	*	*	*	N/A	N/A	N/A	13.51 %
Standard Nearly Met: Level 2 ¹	42.86 %	*	*	*	N/A	N/A	N/A	45.95 %
Standard Not Met: Level 1 ¹	35.71 %	*	*	*	N/A	N/A	N/A	32.43 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	14.29 %	*	*	*	N/A	N/A	N/A	13.51 %
 Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	27.03 %
 Below Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	59.46 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard		21.43 %	*	*	*	*	N/A	N/A	N/A
Near Standard		35.71 %	*	*	*	*	N/A	N/A	N/A	51.35 %
Below Standard		42.86 %	*	*	*	*	N/A	N/A	N/A	32.43 %

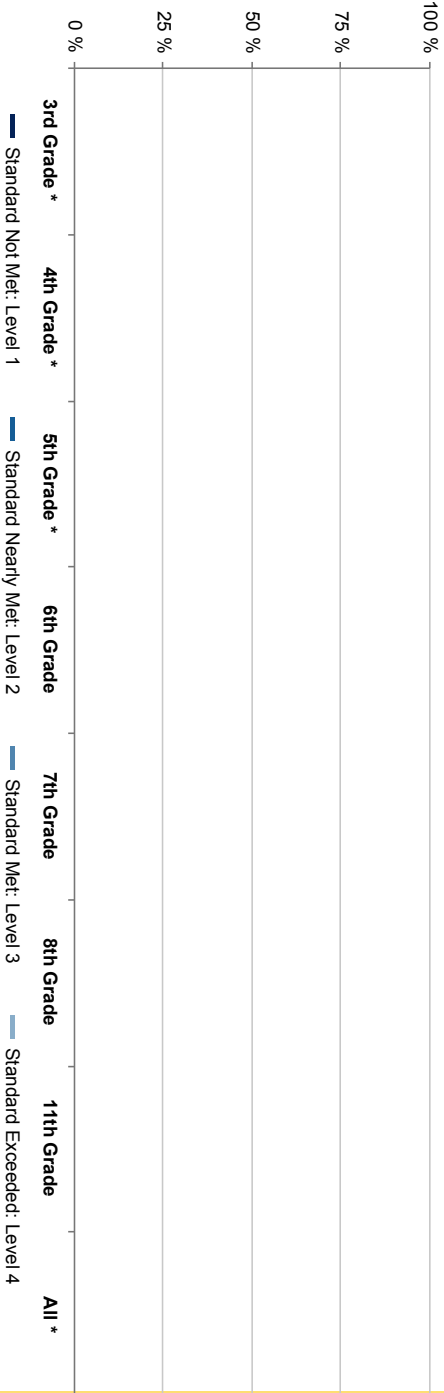
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard		7.14 %	*	*	*	*	N/A	N/A	N/A
Near Standard		50.00 %	*	*	*	*	N/A	N/A	N/A	56.76 %
Below Standard		42.86 %	*	*	*	*	N/A	N/A	N/A	35.14 %

[Mathematics Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	N/A	N/A	N/A	*
# of Students Tested	*	*	*	*	N/A	N/A	N/A	*
# of Students With Scores	*	*	*	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	*
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*	

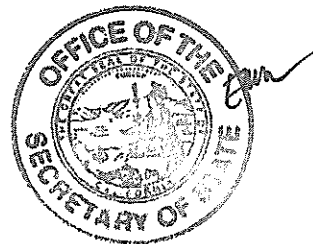
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 								

	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 13 2007

Debra Bowen

DEBRA BOWEN
 Secretary of State

NOV 13 2007

**ARTICLES OF INCORPORATION
OF
River Montessori Charter School
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE: The name of this corporation is River Montessori Charter School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to operate a charter school to educate children who are members of the general public of Sonoma County and surrounding communities, using Montessori and other methods. The means of providing such education includes, but is not limited to, maintaining facilities for instruction and developing educational programs and curricula.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Cindy Lohrentz, 731 H Street, Petaluma, CA 94952.

FOUR: (a) This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

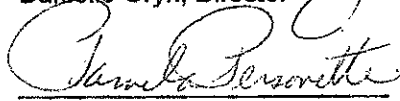
Name	Address
Danielle Oryn	693 Draco Dr., Petaluma, CA 94954
Pamela Personette	482 Patten St., Sonoma, CA 95476
Cindy Lohrentz	731 H St., Petaluma, CA 94952
Kelly Mannion	3 Hill Drive, Petaluma, CA 94952-1759

SIX: The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 11/13/07


Danielle Oryn, Director


Pamela Personette, Director


Cindy Lohrentz, Director


Kelly Mannion, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which instrument is our act and deed.


Danielle Oryn, Director


Pamela Personette, Director


Cindy Lohrentz, Director


Kelly Mannion, Director



**BYLAWS
OF
River Montessori Charter School**
(A California Nonprofit Public Benefit Corporation)

ARTICLE 1: NAME

The name of this corporation is River Montessori Charter School.

ARTICLE 2: PURPOSES

This corporation has been formed for charitable purposes, that is, to manage, operate, guide, direct and promote a charter school to educate children who are members of the general public of Sonoma County and surrounding communities, using Montessori methods. The means of providing such education includes, but is not limited to, maintaining facilities for instruction and developing educational programs and curricula. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE 3: PRINCIPAL OFFICE

The principal office for the transaction of the activities and affairs of the corporation shall be located in the City of Petaluma, County of Sonoma, State of California. The Board of Directors may at any time, or from time to time, change the location of the principal office from one location to another within said county, taking into consideration provisions of the California Education Code related to the location of charter schools. The Board of Directors may at any time establish branch offices at any place where the corporation is qualified to do business. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

ARTICLE 4: DEDICATION OF ASSETS

The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, director or officer of this corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be

distributed and paid over to a public school, such as a charter school that is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 5: MEMBERSHIP

The corporation shall not have any members within the meaning of Section 5056 of the California Corporations Code. The corporation may from time to time use the term “members” to refer to persons associated with it, but such persons shall not be members within the meaning of Section 5056 of the California Corporations Code.

ARTICLE 6: BOARD OF DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or bylaws, the business and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate some duties to an officer or employee of River Montessori Charter School, with the exception of expenditures over \$5,000; budget approval or revision; personnel matters; or approval of financial reports, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and consistent with the approved charter.

Without prejudice to the general powers, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 2. The authorized number of directors of the corporation shall not be less than three (3) and no more than eleven (11) until changed by amendment of these bylaws and the RMCS charter. No more than 50% of the Board shall be composed of parents, and at least 50% of the Board shall be composed of community representatives, and ideally will include a Montessorian and a founder. Additionally, in accordance with Education Code Section 47604(b), the

authorizer may appoint a representative to the Board. All directors shall be voting. No employees shall serve on the Board as directors.

Section 3. Election, Designation, and Term of Office of Directors. The Board of Directors, representing various constituencies of the Charter School, shall be elected or selected in the following manner.

- A. No more than 50% of the directors shall be parents of students at the school and shall be elected by the parents. Parents, for the purpose of this section, shall include parents or guardians of students enrolled in the school. For each vacant position, each student shall have two votes that are allocated to his or her parents, as described further below.

The Board of Directors, or its designee, such as a parent-teacher leadership group, shall hold an informational meeting at the beginning of the school year to encourage parents to become candidates to the Board and to describe the roles and responsibilities of the Board. This informational meeting may have other purposes as well.

At least one month prior to the Annual Meeting, an informational letter shall be mailed or delivered to all parents describing the duties and responsibilities of the Board of Directors and inviting them to become a candidate. At the same time, public notice both inside and outside the school, shall announce the opening(s) for parent director. Three weeks prior to the Annual Meeting, candidates should inform the President or Secretary of the Board that they are a candidate. The Secretary or their designee shall prepare a ballot that is provided to each family, or to each parent, if not living in the same household, who may vote once for each vacant parent director position. Any two parents of one student may decide to each cast one ballot. If only one parent of a student is voting, each position on their ballot is worth two votes. Parents may vote for write-in candidates.

Ballots shall be collected, for at least one week, in a secure box, or similar structure, in the corporation's principal office and/or online. At the discretion of the directors, ballots may be cast at a meeting or assembly of parents, at least one week prior to the Annual Meeting. Ballots shall be counted at the end of the day three (3) days prior to the Annual Meeting by both the President and Secretary of the Board. Parents may be present to observe the counting. After the ballots are counted, the election results will be posted at the school office the following school day.

Parents shall serve a term of three years. A parent director of the Board whose child had been enrolled at the school, but whose child is no longer enrolled, may serve for no more than three months in that capacity following their child's leaving, although they may be appointed to serve as a community representative director. If a parent resigns from the Board more than six (6) months prior to the next Annual Meeting, the Board of Directors shall appoint a new parent director to the Board. If a parent resigns from the Board less than six (6) months prior to the next Annual Meeting, the Board of Directors may appoint a new parent director to the Board or the position may remain vacant until the next Annual Meeting.

- B. One director may be a representative of the authorizing agency, at the discretion of the authorizing agency in accordance with Education Code Section 47604(b).
- C. At least 50% of the directors shall be community representatives, appointed by the Board of Directors. For purposes of this paragraph, community representatives include

any member of the public who is not employed by the corporation or is the parent/guardian of a student enrolled at the school. Ideally, these directors should include a director trained in or very familiar with the Montessori educational model and a member of a founding family. Ideally they may also have other knowledge and experience necessary for the operations or oversight of a school or nonprofit social venture and reflect the diversity of the community.

At least one month prior to the Annual Meeting or other scheduled Board election, public notice both inside and outside the school, shall announce the opening for community representative director(s). Any interested member of the public may submit their candidacy to the Executive Director or Secretary at any time prior to the election. After any other new members of the Board of Directors have been seated, the Board of Directors shall appoint the community representative(s) to the Board.

Community representative directors shall serve a term of two years. If a community representative resigns from the Board more than six (6) months prior to the next Annual Meeting, the Board of Directors shall appoint a new community representative director to the Board. If a community representative resigns from the Board less than six (6) months prior to the next Annual Meeting, the Board of Directors may appoint a new community representative director or the position may remain vacant until the next Annual Meeting.

Each director, including a director appointed to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified. Directors may serve any number of consecutive terms.

The corporation intends that the Board of Directors shall collectively represent a diversity of relevant backgrounds and skills to enable the Board of Directors to make informed, well-balanced decisions on the economic viability and social impact of corporate activities.

Section 4. Vacancies. A vacancy on the Board shall exist on the occurrence of the following: (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Sections 5230-5239 of the Law dealing with standards of conduct for a director, or has missed three (3) consecutive meetings of the Board of Directors or a total of four (4) meetings of the Board during any one calendar year, without a valid excuse; (c) an increase in the authorized number of directors; or (d) the failure of the directors, at any annual or other meeting of directors at which any director or directors are to be elected, to elect or appoint the full authorized number of directors.

The Board of Directors, by affirmative vote of a majority of the directors then in office, may remove any director without cause at any regular or special meeting; provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). If the director is the representative of the chartering district, the Board of Directors may only remove this director with the written consent of the chartering district and may request that the chartering district appoint a different representative.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chairperson of the Board, the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation

is effective at a future time, a successor may be elected to take office when the resignation becomes effective. Unless the California Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director in charge of its affairs.

With the exception of the potential representative of the chartering district, vacancies on the Board may be filled in the manner described in Section 3 of this Article or, if by Board election, by vote of a majority of the directors then in office or if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a meeting held in accordance with the Brown Act or (b) by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

Section 5. Meetings.

Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the charter authorizer's boundaries that has been designated in the notice of the meeting in accordance with the Brown Act. All meetings of the Board of Directors and its committees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

The Board of Directors shall hold an annual meeting in October of each year for the purposes of a) seating the director(s) elected by the parents; b) appointing the community-representative directors; c) electing officers of the corporation; and d) the transaction of other business as noted on the agenda. This meeting shall be held at a time, date, and place as may be specified and noticed by the Board of Directors Generally, the Board of Directors will meet monthly at such times as are fixed by the Board of Directors. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors.

At least seventy-two (72) hours before a regular Meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the Meeting, including items to be discussed in closed session.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. The Board of Directors shall also notify directors of special meetings, as follows:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Adjourned Meeting and Notice. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time scheduled for the continuation of the meeting to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 6. Action at a Meeting. A majority of the directors then in office shall constitute a quorum. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number, or the same number after disqualifying one or more directors from voting, is required by the Articles of Incorporation, these bylaws, or the California Nonprofit Public Benefit Corporation Law. Directors may not vote by proxy. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of enough

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

directors to leave less than a quorum, if any action taken (other than adjournment) is approved by at least a majority of the directors required to constitute a quorum.

Section 7. Fees and Compensation. Directors and members of committees may not receive any compensation for their services as such, but may receive reimbursement of expenses incurred in the performance of their duties, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 8. Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 9. Compliance with Laws Governing Student Records. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 10. Compliance with Conflicts of Interest Laws. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Corporations Code provisions applicable to nonprofit public benefit corporations. No Charter School employee shall serve on the Board, and if required by the authorizer as a condition of the charter, the Charter School and the Board shall also comply with California Government Code Section 1090.

ARTICLE 7: STANDARD OF CARE

Section 1. General. A director shall perform the duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- (b) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director believes to merit confidence, so long as in any such case, the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 2. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the California Attorney General; provided, however, that this corporation may advance money to a director or officer of

this corporation for expenses reasonably anticipated to be incurred in performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 3. Restriction on Interested Directors. No interested persons may serve on the Board of Directors. An interested person is any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director. In addition, no more than forty-nine percent (49%) of the persons serving on the Board shall have any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law who has been compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee or independent contractor. However, if compliance with Section 1090 is required by the authorizer as a condition of the charter, no persons serving on the Board may have one of the above relationships.

Section 4. Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its "agents", as described in Section 5238(a) of the Corporations Code, including its directors, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding, " as that term is used in said Section 5238(a), and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses" shall have the same meaning as in said Section. Such right of indemnification shall not be deemed exclusive of any other rights to which such persons may be entitled apart from this Article 7, Section 4.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such

ARTICLE 8: COMMITTEES

Section 1. Committees of Directors. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two or more voting directors, and no one who is not a director, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board.

Advisory committees may have members who are not directors. However, no committee, regardless of Board resolution, may:

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Fix compensation of the directors for serving on the Board or on any committee;
- (c) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 2. Meetings and Actions of Committees. Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of these bylaws, concerning meetings and actions of directors, and the Brown Act, if applicable, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined either by resolution of the Board of Directors or if none, by resolution of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 3. Executive Committee. Pursuant to Article 8, Section 1, the Board may appoint an Executive Committee composed of three (3) or more directors, one of whom shall be the chairperson of the Board, to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 6, Section 1. The Executive Committee shall be subject to the Brown Act. The secretary of the corporation shall send to each director a summary report of the business conducted at any meeting of the Executive Committee as well as any other documentation required by the provisions of Article 6.

Section 4. Audit Committee. The Board may appoint an Audit Committee. Notwithstanding Article 9, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more directors. The membership of the Audit Committee shall not include the following persons;

- (a) The chairperson of the Board;
- (b) The president of the corporation;
- (c) The treasurer of the corporation;
- (d) Any employee of the corporation; or
- (e) Any person with a material financial interest in any entity doing business with the corporation.

In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order, and shall review and determine whether to accept the audit. In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General of California.

ARTICLE 9: OFFICERS

Section 1. Officers. The officers of the corporation shall consist of a president, secretary, and chief financial officer, hereinafter referred to as "treasurer." The Board may also designate from among its ranks a chairperson of the Board and a vice-chairperson. The same person may hold any number of offices, except that neither the secretary nor the treasurer may serve concurrently as the chairperson of the Board or the president. In addition to the duties specified in this Article 9, officers shall perform all other duties customarily incident to their office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and shall perform such additional duties as the Board of Directors shall from time to time assign. The officers in addition to the corporate duties set forth in this Article 9 shall also have administrative duties as set forth in any applicable contract for employment or job specification.

The officers shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Directors, the chairperson of the Board, the president, or the secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Section 2. Chairperson of the Board. The chairperson of the Board shall, when present, preside at all meetings of the Board of Directors and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president (or executive director) is required.

Section 3. Vice Chairperson of the Board. The vice chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 4. President (Executive Director). Subject to the control, advice and consent of the Board of Directors, the Board of Directors may appoint a president (also known as the Executive Director) who shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Directors shall place the executive director under a contract of employment. The executive director shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The executive director shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The executive director is authorized to contract, receive, deposit, disburse, and account for funds of the corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation. The executive director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 5. Secretary. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 6. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Directors. The treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Directors, and shall render to the chairperson, president and directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation. The treasurer shall have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board of Directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the treasurer's office and for restoration to the corporation of all its books, papers,

vouchers, money and other property of every kind in the treasurer's possession or under the treasurer's control on the treasurer's death, resignation, retirement, or removal from office.

ARTICLE 10: EXECUTION OF CORPORATE INSTRUMENTS

Section 1. Execution of Corporate Instruments. The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the secretary or treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Section 2. Loans and Contracts. No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

Section 3. Contracts with Directors. The Corporation shall comply with Government Code Section 87100 (known as the California Political Reform Act), and its Conflict of Interest Code. If required by the authorizer as a condition of the charter, the Charter School and the Board shall also comply with California Government Code Section 1090.

Section 4. Contracts with Non-Director Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the River Montessori Charter School Conflict of Interest Code have been fulfilled.

ARTICLE 11: RECORDS AND REPORTS

Section 1. Maintenance and Inspection of Articles and Bylaws. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
and
- c. Such reports and records as required by law.

The corporation shall keep at its principal California office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

Section 2. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 3. Maintenance and Inspection of Other Corporate Records. The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 4. Preparation of Annual Financial Statements. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

Section 5. Reports. The Board shall cause an annual report to be sent to all directors, within 120 days after the end of the corporation's fiscal year, containing the following information:

- (a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and
- (e) Any information required under these bylaws; and

The report shall be accompanied by any pertinent report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE 12: FISCAL YEAR

The fiscal year for this corporation shall begin on July 1 and shall end on June 30.

ARTICLE 13: AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended or repealed by the vote of a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Charter School or make any provisions of these bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws. . If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE 14: CORPORATE SEAL

The Board of Directors may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, the undersigned, certify that I am the currently acting secretary of the River Montessori Charter School, a California nonprofit public benefit corporation, and the above bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on November 19, 2007, as amended on January 29, 2008, and on May 19, 2008 and on September 19, 2013, and that they have not been amended or modified since that date.

Executed on September 19, 2013, at Petaluma, California.

Bethany Laurence, Secretary

River Montessori Charter School

Conflict of Interest Code

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of River Montessori Charter School, a nonprofit public benefit corporation operating River Montessori Charter School.

Individuals holding designated positions shall file their Statements of Economic Interests with River Montessori Charter School, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) All statements will be retained by River Montessori Charter School.

Adopted: September 8, 2009

Amended: September 19, 2013

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Members of Committees of the Governing Board	1, 2
Executive Director/Principal	1, 2
Office Manager	2
Special Education Coordinator	2
Before/After Care Director	2
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Board may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Board's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which River Montessori Charter School is located.
- b. Investments, income (including gifts, loans, and travel payments) and business positions in any business entity which engages in the acquisition or disposal of real property or is engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by River Montessori Charter School.

River Montessori Charter School 2018-2019 Proposed Budget Narrative

Revenues are funded from multiple sources which are based on ADA: LCFF/State Aid Entitlement, Mandated Block Grant, county In-Lieu of Property Taxes, Lottery, and State & Federal Special Education Entitlements. Additional revenue comes from local donations such as The River Montessori Foundation (Parent Student Teacher Association), revenue from River Crew (the before and after school care program for enrolled students), and donations from parents for field trips. Total revenues for 2018-19 are projected to be \$1,832,675.

2018-19 Revenue Summary
(Based on 172 ADA)
Percentages are rounded

Revenue by Object	Per ADA	Total Amount	% of Budget
LCFF	\$8,446.58	\$1,452,811	79.3%
Federal Revenue	\$120.00	\$20,640	1.1%
State Revenue	\$1,001.30	\$172,224	9.4%
Local Revenue	\$1,087.21	\$187,000	10.2%
Total Resources	\$10,655.09	\$1,832,675	100%

The LCFF is funded through county In-Lieu of Property Taxes, General State Aid, and the EPA Grant and represents 79.3 percent of the school’s total revenues. Of this amount, \$831,526 (57.2%) comes from County In-Lieu property taxes, \$567,728 (39.1%) from the State General Fund and \$53,557 (3.7%) from the EPA Grant.

General State Aid revenues are based on ADA for different grade spans, and are revised several times throughout the fiscal year according to actual ADA. Final year funding is based on P-2 ADA for that current school year. The May Revision released in May 2018 by the Governor attempts to address the State’s current budget and several entities estimate the ADA funding levels from this information. Per May’s release, there will be a COLA increase of 3.0% in this year’s funding amounts. Based on enrollment forms, River Montessori is using an estimate ADA of 172 which is 95% of our total enrollment of 181 for the 2018-2019 school year.

Other revenue sources fund the remaining 20.7 percent of the budget. Federal revenue is the smallest percentage with projected income of \$20,640 from IDEA Special Education, which is based on \$120 per ADA. The other State revenues are projected to be 9.4 percent totaling \$172,224. State revenues includes a one-time Block Grant, \$295.00 per ADA, which is optional every year. Lottery funds are also part of the State revenue with a projected \$32,508, based upon \$189.00 per ADA for State Lottery.

The River Montessori Foundation is projecting to contribute \$85,000 for FY18-19. Additional local revenue is projected to be \$20,000 from the Upper Elementary lunch fundraisers and parent donations for field trips. River Crew, the before and after school care program, income is projected to be \$80,000.

River Montessori Charter School 2018-2019 Proposed Budget Narrative

Projected expenditures for 18-19 are \$1,772,630 from a variety of sources. As in the past, major expenses are from salaries and the building lease. Certificated salaries from classroom teachers, Special Education Support, and the Executive Director & Superintendent are projected to be \$575,879. Classified salaries are projected to be \$376,428 and include the Chief Business Officer, Communications/Operations Manager, 7 full-time teaching assistants, a part-time Special Education teaching assistant, Office & Clerical Administrative positions, and River Crew staff. Statutory benefits, payroll taxes and health benefits are projected to be \$268,044, bringing total salaries and benefits to \$1,220,351 and is 69 percent of budgeted expenditures.

Library books, instructional materials, software, classroom furniture and other student materials are projected to be \$84,860 and 4.8 percent of the budget. Due to the nature of Montessori instructional materials, the life cycle and durability of instructional materials spans several years and does not require frequent replacement such as textbooks would. Supplies for the River Crew program are projected to be \$2,000 based on prior year data and include arts and crafts supplies, after school snacks & baking ingredients, playground balls and garden tools. Revenues from the program fees cover these costs to ensure the program is self-sustaining as the school does not receive any grants or other outside funding for this service to families.

Expenses for services and operations are projected to be \$415,419 and represent 23.4 percent of the budget. Of this amount, \$240,214 will be for the building lease, which ends with the school year and charter renewal in June 2019.

Expenditures for Special Education include a Psychiatrist, Occupational Therapist, Psychologist, and Speech and Language Pathologist. Federal and State expenditures for these contractors are projected to be \$25,550. This amount does not include hired staff salaries for student services support.

Additional operating expenditures include oversight fees. As stated in our MOU with our sponsoring district, Old Adobe Union School District, the allowable charge for oversight services is \$14,735, or 1% of the Local Control Funding Formula.

Future Revenues & Expenses will remain relatively flat except for employee benefits, which will increase dramatically due to rising costs of health insurance and STRS benefits. The other major expenditure we need to continue to plan for is expanding our school to include an adolescent program with 7th to 12th grade levels. At the end of this year we are projecting to have an overage of \$60,045 to add to our reserve for future expansion.

Based on this report, it is recommended that the Board accept the Proposed Budget for 2018-19 fiscal year.

River Montessori Charter School
Adopted Budget

	COLA	2.71%
	Budget	Budget
	Year	2018-2019
Object #	DESCRIPTION	
REVENUE		
8000-8999	Revenues	
8011	Local Control Funding Formula (LCFF)	567,728
8096	In Lieu of Property Tax (LCFF)	831,526
8012	Education Protection Account (LCFF)	53,557
3310-8181	Federal IDEA (Special Education)	20,640
6512-8590	Special Education Mental Health	0
1100-8560	State Lottery Revenue	24,768
6300-8560	State Lottery Revenue Prop 20	7,740
8550	Mandated Block Grant	53,544
8660	Interest	2,000
8650	Rent, Other	0
8699-FOUN	Donation from River Foundation	85,000
8699-FOUN	Music Program (Foundation)	0
8699-DAYC	River Crew Revenue	80,000
8699-Other	Field Trip Donations & Fundraisers	20,000
6500-8792	Special Education-State	86,172
	TOTAL REVENUES	1,832,675
SALARIES/WAGES		
1000-1999	Certificated Positions	
1100	Teachers Salaries	353,632
1100	Substitutes	6,125
6500-1100	Teacher Salaries - Special Education	78,866
3310-1100	Teacher-Federal IDEA	31,540
5000-1100	River Crew Director/Cert Supervisor	1,200
1300	Certificated Admin Salaries	104,517
	Subtotal - Certificated Salaries	575,879
2000-2999	Classified Positions	
2100	Non Certificated Instruction (TAs)	128,590
2100	Non Certificated Instruction (Music)	14,700
6500-2100	Non Cert Special Education (TAs)	17,024
7200-2300	Business Manager	59,925
2700-2400	Office Coordinator/Registrar	55,299
2700-2400	Office Assistant	30,690
5000-2100	River Crew Salaries	70,200
	Subtotal - Classified Salaries	376,428
	TOTAL Salaries	952,307
3000-3999	Employee Benefits	
3101	STRS- Certificated (.1628)	93,753
3202	PERS- Classified	0
3902	403(b) Retirement	3,600
3311	OASDI- Certificated (.062)	0
3312	OASDI- Classified (.062)	23,339
3331	Medicare/Alt- Certificated (.0145)	8,350
3332	Medicare/Classified (.0145)	5,458
3401	Health/Welfare- Certificated	80,552
3402	Health/Welfare- Classified	30,898
3501	SUI- Certificated (.01)	5,759
3502	SUI- Classified (.01)	3,764
3601	Workers Comp- Certificated	7,602
3602	Workers Comp- Classified	4,969
	Subtotal - Benefits	268,044
	TOTAL SALARIES & WAGES	1,220,351
BOOKS & MATERIALS		
4000-4999	Books & Supplies	
4310	Student Materials	20,000

River Montessori Charter School
Adopted Budget

4310-FDTP	Student Materials (Field Trip)	20,000
4340	Computer Software	5,860
4350	Office Supplies	7,000
4370	Custodial Supplies	5,000
4390	Other Supplies	2,000
4400	Equipment/Furniture	15,000
4700	Food	10,000
TOTAL MATERIALS & SUPPLIES		84,860
SERVICES & OPER EXP (UNRESTRICTED)		
5000-5999 Services & Operations		
5201	Travel, Mileage	13,795
5202	Conference Expense & Tuition Reimbursement	11,300
5301	Dues	1,500
5450	Other Insurance (Property & Liability)	14,000
5500	Utilities	8,000
5510	Janitorial Service	26,000
5600	Non Capitalized Improvements	10,000
5601	Lease	240,214
5630	Maintenance	5,000
5800	Other Operating Costs	500
5809	Vendor/Consultants	25,550
5812	Printing	2,000
5817	Data Processing - SCOE	1,276
5821	Audit Costs	10,000
5823	Legal	10,000
5830	Prof/Consultant Fees	500
5850	Advertising	5,000
5860	Other Employment costs	500
5862	Fingerprinting Fees	800
5883	Oversight Fee - OAUSD	14,735
5884	Miscellaneous Expense	200
5885	Copier - Lease	5,000
5911	Telephone	4,500
5940	Communications- Internet	4,800
5950	Postage	250
TOTAL SERVICES & OTHER OPER EXP		415,419
CAPITAL OUTLAY		
6000-6999		
6100	Improvement to Sites/Bldgs.	0
6900	Depreciation Expense	52,000
OTHER OUTGO		
7000-7999		
7438	Other Debt Service Payments (Interest)	0
TOTAL 6000/7000 SERIES		52,000
Total Expenditures		1,772,630
Overage/(Deficit)		<u><u>60,045</u></u>

**MONTHLY CASH FLOW FOR
RIVER MONTESSORI CHARTER
2018-2019 FISCAL YEAR**

	Object Code	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	Projected Total for the Fiscal Year
BEGINNING CASH		331,138	265,295	279,810	319,365	323,328	327,292	358,531	362,495	366,459	420,729	419,445	418,161		418,161
REVENUES															
LCFF - State Aid	8011	28,386	28,386	51,096	51,096	51,096	51,096	51,096	51,096	51,096	51,096	51,096	51,096		567,728
LCFF - EPA	8012	-	-	13,389	-	-	13,389	-	-	13,389	-	-	13,389		53,557
LCFF - In Lieu of Property Tax	8096	49,892	99,783	74,837	66,522	66,522	66,522	66,522	66,522	90,553	61,274	61,274	61,274		831,499
Misc Funds	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue	8100-8299	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720	1,720		20,640
Other State Revenue	8300-8599	9,890	9,890	23,776	9,890	9,890	23,776	9,890	9,890	22,776	9,890	9,890	22,776		172,224
Other Local Revenue	8600-8792	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583		186,996
Interfund Transfer In	8900-8999	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL REVENUES		105,471	155,363	180,401	144,811	144,811	172,086	144,811	144,811	195,117	139,563	139,563	165,838	-	1,832,644
EXPENDITURES															
Certificated Salaries	1000-1999	47,990	47,990	47,990	47,990	47,990	47,990	47,990	47,990	47,990	47,990	47,990	47,990		575,879
Classified Salaries	2000-2999	31,369	31,369	31,369	31,369	31,369	31,369	31,369	31,369	31,369	31,369	31,369	31,369		376,428
Employee Benefits	3000-3999	22,337	22,337	22,337	22,337	22,337	22,337	22,337	22,337	22,337	22,337	22,337	22,337		268,044
Books and Supplies	4000-4999	35,000	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533		84,860
Svcs/Other Oper Exps	5000-5999	34,618	34,618	34,618	34,618	34,618	34,618	34,618	34,618	34,618	34,618	34,618	34,618		415,419
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-		-
Other Outgo	7000-7999	-	-	-	-	-	-	-	-	-	-	-	52,000		52,000
TOTAL EXPENDITURES		171,314	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	140,847	192,847	-	1,772,630
CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)															<i>Net Change for the Year: Objects 9xxx</i>
Revolving Cash	9110-9130	(65,843)	14,516	39,554	3,964	3,964	31,239	3,964	3,964	54,270	(1,284)	(1,284)	(27,009)		60,014
Accounts Receivable	9210-9299	-	-	-	-	-	-	-	-	-	-	-	-		-
Due from Other Funds	9310-9319	-	-	-	-	-	-	-	-	-	-	-	-		-
Stores	932X	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-		-
Fixed Assets	9400-9499	-	-	-	-	-	-	-	-	-	-	-	-		-
Depreciation	6,900	-	-	-	-	-	-	-	-	-	-	-	52,000		-
TOTAL CHANGES IN ASSETS		(65,843)	14,516	39,554	3,964	3,964	31,239	3,964	3,964	54,270	(1,284)	(1,284)	24,991	-	112,014
CHANGES IN LIABILITIES: (INCREASE)/DECREASE															
Accounts Payable/															
Payroll/Due to Govt	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-		-
Due to Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-	-		-
Temporary Loans	9615	-	-	-	-	-	-	-	-	-	-	-	-		-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenue	9650-9659	-	-	-	-	-	-	-	-	-	-	-	-		-
Audit Adjustments	9700	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-		-
NET CHANGE IN CASH: INCREASE/(DECREASE)		(65,843)	14,516	39,554	3,964	3,964	31,239	3,964	3,964	54,270	(1,284)	(1,284)	24,991		112,014
ENDING CASH		265,295	279,810	319,365	323,328	327,292	358,531	362,495	366,459	420,729	419,445	418,161	443,152		

Less Reserve	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641	72,641		
Actual Cash	192,654	207,170	246,724	250,688	254,652	285,891	289,854	293,818	348,088	346,804	345,521	370,512			

River Montessori Charter School
Multiple Year Projected Budget

COLA		2.57%	2.67%	2.67%
Budget		Budget	Budget	Budget
Year		2019-2020	2020-2021	2021-2022
Object #	DESCRIPTION			
REVENUE				
8000-8999	Revenues			
8011	Local Control Funding Formula (LCFF)	582,319	597,867	613,830
8096	In Lieu of Property Tax (LCFF)	852,896	875,669	899,049
8012	Education Protection Account (LCFF)	54,933	56,400	57,906
3310-8181	Federal IDEA (Special Education)	21,170	21,736	22,316
6512-8590	Special Education Mental Health	0	0	0
1100-8560	State Lottery Revenue	24,768	24,768	24,768
6300-8560	State Lottery Revenue Prop 20	7,740	7,740	7,740
8550	Mandated Block Grant	53,544	53,544	53,544
8660	Interest	2,000	2,000	2,000
8650	Rent, Other	0	0	0
8699-FOUN	Donation from River Foundation	85,000	85,000	85,000
8699-FOUN	Music Program (Foundation)	0	0	0
8699-DAYC	River Crew Revenue	81,000	82,000	83,000
8699-Other	Field Trip Donations & Fundraisers	20,000	20,000	20,000
6500-8792	Special Education-State	88,387	90,747	93,169
TOTAL REVENUES		1,873,757	1,917,469	1,962,322
SALARIES/WAGES				
1000-1999	Certificated Positions			
1100	Teachers Salaries	362,720	372,405	382,348
1100	Substitutes	6,282	6,450	6,622
6500-1100	Teacher Salaries - Special Education	80,892	83,052	85,270
3310-1100	Teacher-Federal IDEA	32,351	33,214	34,101
5000-1100	River Crew Director/Cert Supervisor	1,231	1,264	1,297
1300	Certificated Admin Salaries	107,203	110,065	113,004
Subtotal - Certificated Salaries		590,679	606,450	622,642
2000-2999	Classified Positions			
2100	Non Certificated Instruction (TAs)	131,895	135,416	139,032
2100	Non Certificated Instruction (Music)	15,078	15,480	15,894
6500-2100	Non Cert Special Education (TAs)	17,462	17,928	18,406
7200-2300	Business Manager	61,465	63,106	64,791
2700-2400	Office Coordinator/Registrar	56,721	58,235	59,790
2700-2400	Office Assistant	31,478	32,319	33,182
5000-2100	River Crew Salaries	72,004	73,927	75,900
Subtotal - Classified Salaries		386,102	396,411	406,995
TOTAL Salaries		976,781	1,002,861	1,029,638
3000-3999	Employee Benefits			
3101	STRS- Certificated	107,090	115,832	118,925
3202	PERS- Classified	0	0	0
3902	403(b) Retirement	3,693	3,791	3,892
3311	OASDI- Certificated (.062)	0	0	0
3312	OASDI- Classified (.062)	23,938	24,577	25,234
3331	Medicare/Alt- Certificated (.0145)	8,565	8,794	9,028
3332	Medicare/Classified (.0145)	5,598	5,748	5,901
3401	Health/Welfare- Certificated	82,622	84,828	87,093
3402	Health/Welfare- Classified	31,692	32,539	33,407
3501	SUI- Certificated (.01)	5,907	6,065	6,226
3502	SUI- Classified (.01)	3,861	3,964	4,070
3601	Workers Comp- Certificated	7,797	8,005	8,219
3602	Workers Comp- Classified	5,097	5,233	5,372
Subtotal - Benefits		285,860	299,375	307,369
TOTAL SALARIES & WAGES		1,262,641	1,302,237	1,337,006

River Montessori Charter School
Multiple Year Projected Budget

BOOKS & MATERIALS				
4000-4999 Books & Supplies				
4310	Student Materials	20,000	20,000	20,000
4310-FDTP	Student Materials (Field Trip)	20,000	20,000	20,000
4340	Computer Software	6,000	6,100	6,200
4350	Office Supplies	7,200	7,350	7,500
4370	Custodial Supplies	5,130	5,267	5,400
4390	Other Supplies	2,000	2,000	2,000
4400	Equipment/Furniture	10,000	10,000	10,000
4700	Food	20,000	20,000	20,000
TOTAL MATERIALS & SUPPLIES		90,330	90,717	91,100
SERVICES & OPER EXP (UNRESTRICTED)				
5000-5999 Services & Operations				
5201	Travel, Mileage	14,150	14,527	14,915
5202	Conference Expense & Tuition Reimbursement	11,590	11,900	12,218
5301	Dues	1,500	1,600	1,600
5450	Other Insurance (Property & Liability)	14,360	14,743	15,137
5500	Utilities	8,206	8,425	8,650
5510	Janitorial Service	27,000	28,000	29,000
5600	Non Capitalized Improvements	10,257	10,531	10,812
5601	Lease	246,387	252,966	259,720
5630	Maintenance	5,129	5,265	5,406
5800	Other Operating Costs	500	500	500
5809	Vendor/Consultants	26,207	26,906	27,625
5812	Printing	2,000	500	500
5817	Data Processing - SCOE	1,309	1,344	1,380
5821	Audit Costs	10,257	10,531	10,812
5823	Legal	10,257	10,531	10,812
5830	Prof/Consultant Fees	513	527	541
5850	Advertising	5,000	5,000	5,000
5860	Other Employment costs	500	500	500
5862	Fingerprinting Fees	821	842	865
5883	Oversight Fee - OAUSD	15,113	15,517	15,931
5884	Miscellaneous Expense	200	200	200
5885	Copier - Lease	5,129	5,265	5,406
5911	Telephone	4,616	4,739	4,865
5940	Communications- Internet	4,923	5,055	5,190
5950	Postage	256	263	270
TOTAL SERVICES & OTHER OPER EXP		426,178	436,177	447,854
CAPITAL OUTLAY				
6000-6999				
6100	Improvement to Sites/Bldgs.	0	0	0
6900	Depreciation Expense	52,000	52,000	52,000
OTHER OUTGO				
7000-7999				
7438	Other Debt Service Payments (Interest)	0	0	0
TOTAL 6000/7000 SERIES		52,000	52,000	52,000
Total Expenditures		1,831,149	1,881,131	1,927,960
Overage/(Deficit)		42,608	36,339	34,362

**MONTHLY CASH FLOW FOR
RIVER MONTESSORI CHARTER
2019-2020 FISCAL YEAR**

	Object Code	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	Projected Total for the Fiscal Year
BEGINNING CASH		443,152	370,213	383,872	422,355	425,190	428,026	457,980	460,816	463,652	518,254	515,707	513,160		513,160
REVENUES															
LCFF - State Aid	8011	29,116	29,116	52,409	52,409	52,409	52,409	52,409	52,408	52,408	52,408	52,408	52,408		582,316
LCFF - EPA	8012	-	-	13,733	-	-	13,733	-	-	13,733	-	-	13,733		54,933
LCFF - In Lieu of Property Tax	8096	51,174	102,348	76,761	68,232	68,232	68,232	68,232	68,232	92,880	62,849	62,849	62,849		852,868
Misc Funds	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue	8100-8299	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764		21,170
Other State Revenue	8300-8599	10,075	10,075	23,460	10,075	10,075	23,460	10,075	10,075	23,460	10,075	10,075	23,460		174,440
Other Local Revenue	8600-8792	15,667	15,667	15,667	15,667	15,667	15,667	15,667	15,667	15,667	15,667	15,667	15,667		188,000
Interfund Transfer In	8900-8999	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL REVENUES		107,796	158,969	183,793	148,146	148,146	175,264	148,146	148,146	199,913	142,763	142,763	169,881	-	1,873,728
EXPENDITURES															
Certificated Salaries	1000-1999	49,223	49,223	49,223	49,223	49,223	49,223	49,223	49,223	49,223	49,223	49,223	49,223		590,679
Classified Salaries	2000-2999	32,175	32,175	32,175	32,175	32,175	32,175	32,175	32,175	32,175	32,175	32,175	32,175		386,102
Employee Benefits	3000-3999	23,822	23,822	23,822	23,822	23,822	23,822	23,822	23,822	23,822	23,822	23,822	23,822		285,860
Books and Supplies	4000-4999	40,000	4,575	4,575	4,575	4,575	4,575	4,575	4,575	4,575	4,575	4,575	4,575		90,330
Svcs/Other Oper Exps	5000-5999	35,515	35,515	35,515	35,515	35,515	35,515	35,515	35,515	35,515	35,515	35,515	35,515		426,178
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-		-
Other Outgo	7000-7999	-	-	-	-	-	-	-	-	-	-	-	52,000		52,000
TOTAL EXPENDITURES		180,735	145,310	145,310	145,310	145,310	145,310	145,310	145,310	145,310	145,310	145,310	197,310	-	1,831,149
CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)															<i>Net Change for the Year: Objects 9xxx</i>
Revolving Cash	9110-9130	(72,939)	13,659	38,483	2,836	2,836	29,954	2,836	2,835	54,602	(2,547)	(2,547)	(27,429)		42,579
Accounts Receivable	9210-9299	-	-	-	-	-	-	-	-	-	-	-	-		-
Due from Other Funds	9310-9319	-	-	-	-	-	-	-	-	-	-	-	-		-
Stores	932X	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-		-
Fixed Assets	9400-9499	-	-	-	-	-	-	-	-	-	-	-	-		-
Depreciation	6,900	-	-	-	-	-	-	-	-	-	-	-	52,000		-
TOTAL CHANGES IN ASSETS		(72,939)	13,659	38,483	2,836	2,836	29,954	2,836	2,835	54,602	(2,547)	(2,547)	24,571	-	94,579
CHANGES IN LIABILITIES: (INCREASE)/DECREASE															
Accounts Payable/															
Payroll/Due to Govt	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-		-
Due to Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-	-		-
Temporary Loans	9615	-	-	-	-	-	-	-	-	-	-	-	-		-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenue	9650-9659	-	-	-	-	-	-	-	-	-	-	-	-		-
Audit Adjustments	9700	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-		-
NET CHANGE IN CASH: INCREASE/(DECREASE)		(72,939)	13,659	38,483	2,836	2,836	29,954	2,836	2,835	54,602	(2,547)	(2,547)	24,571		94,579
ENDING CASH		370,213	383,872	422,355	425,190	428,026	457,980	460,816	463,652	518,254	515,707	513,160	537,731		

Less Reserve	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507	74,507		
Actual Cash	295,705	309,364	347,847	350,683	353,519	383,473	386,309	389,144	443,747	441,199	438,652	463,223			

**MONTHLY CASH FLOW FOR
RIVER MONTESSORI CHARTER
2020-2021 FISCAL YEAR**

	Object Code	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	Projected Total for the Fiscal Year
BEGINNING CASH		463,223	393,621	406,495	444,498	446,260	448,021	477,268	479,029	480,790	535,345	531,579	527,814		527,814
REVENUES															
LCFF - State Aid	8011	29,893	29,893	53,808	53,808	53,808	53,808	53,808	53,808	53,808	53,808	53,808	53,808		597,867
LCFF - EPA	8012	-	-	14,100	-	-	14,100	-	-	14,100	-	-	14,100		56,400
LCFF - In Lieu of Property Tax	8096	52,540	105,080	78,810	70,054	70,054	70,054	70,054	70,054	95,360	64,527	64,527	64,527		875,640
Misc Funds	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue	8100-8299	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811	1,811		21,736
Other State Revenue	8300-8599	10,271	10,271	23,657	10,271	10,271	23,657	10,271	10,271	23,657	10,271	10,271	23,657		176,799
Other Local Revenue	8600-8792	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750		189,000
Interfund Transfer In	8900-8999	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL REVENUES		110,266	162,806	187,937	151,694	151,694	179,180	151,694	151,694	204,487	146,168	146,168	173,654	-	1,917,442
EXPENDITURES															
Certificated Salaries	1000-1999	50,538	50,538	50,538	50,538	50,538	50,538	50,538	50,538	50,538	50,538	50,538	50,538		606,450
Classified Salaries	2000-2999	33,034	33,034	33,034	33,034	33,034	33,034	33,034	33,034	33,034	33,034	33,034	33,034		396,411
Employee Benefits	3000-3999	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948	24,948		299,375
Books and Supplies	4000-4999	35,000	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065		90,717
Svcs/Other Oper Exps	5000-5999	36,348	36,348	36,348	36,348	36,348	36,348	36,348	36,348	36,348	36,348	36,348	36,348		436,177
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-		-
Other Outgo	7000-7999	-	-	-	-	-	-	-	-	-	-	-	52,000		52,000
TOTAL EXPENDITURES		179,868	149,933	149,933	149,933	149,933	149,933	149,933	149,933	149,933	149,933	149,933	201,933	-	1,881,130
CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)															<i>Net Change for the Year: Objects 9xxx</i>
Revolving Cash	9110-9130	(69,602)	12,873	38,004	1,761	1,761	29,247	1,761	1,761	54,554	(3,765)	(3,765)	(28,279)		36,312
Accounts Receivable	9210-9299	-	-	-	-	-	-	-	-	-	-	-	-		-
Due from Other Funds	9310-9319	-	-	-	-	-	-	-	-	-	-	-	-		-
Stores	932X	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-		-
Fixed Assets	9400-9499	-	-	-	-	-	-	-	-	-	-	-	-		-
Depreciation	6,900	-	-	-	-	-	-	-	-	-	-	-	52,000		-
TOTAL CHANGES IN ASSETS		(69,602)	12,873	38,004	1,761	1,761	29,247	1,761	1,761	54,554	(3,765)	(3,765)	23,721	-	88,312
CHANGES IN LIABILITIES: (INCREASE)/DECREASE															
Accounts Payable/															
Payroll/Due to Govt	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-		-
Due to Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-	-		-
Temporary Loans	9615	-	-	-	-	-	-	-	-	-	-	-	-		-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenue	9650-9659	-	-	-	-	-	-	-	-	-	-	-	-		-
Audit Adjustments	9700	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-		-
NET CHANGE IN CASH: INCREASE/(DECREASE)		(69,602)	12,873	38,004	1,761	1,761	29,247	1,761	1,761	54,554	(3,765)	(3,765)	23,721		88,312
ENDING CASH		393,621	406,495	444,498	446,260	448,021	477,268	479,029	480,790	535,345	531,579	527,814	551,535		

Less Reserve	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497	76,497		
Actual Cash	317,125	329,998	368,002	369,763	371,524	400,771	402,533	404,294	458,848	455,083	451,318	475,038			

**MONTHLY CASH FLOW FOR
RIVER MONTESSORI CHARTER
2021-2022 FISCAL YEAR**

	Object Code	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	ACCRUALS	Projected Total for the Fiscal Year
BEGINNING CASH		475,038	404,100	417,005	455,355	456,851	458,347	487,706	489,203	490,699	546,040	541,862	537,685		537,685
REVENUES															
LCFF - State Aid	8011	30,692	30,692	55,245	55,245	55,245	55,245	55,245	55,245	55,245	55,245	55,245	55,245		613,830
LCFF - EPA	8012	-	-	14,477	-	-	14,477	-	-	14,477	-	-	14,477		57,906
LCFF - In Lieu of Property Tax	8096	53,943	107,886	80,914	71,924	71,924	71,924	71,924	71,924	97,906	66,250	66,250	66,250		899,019
Misc Funds	8080-8099	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue	8100-8299	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860		22,316
Other State Revenue	8300-8599	10,473	10,473	23,859	10,473	10,473	23,859	10,473	10,473	23,859	10,473	10,473	23,859		179,221
Other Local Revenue	8600-8792	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833		190,000
Interfund Transfer In	8900-8999	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL REVENUES		112,801	166,743	192,188	155,335	155,335	183,197	155,335	155,335	209,180	149,661	149,661	177,523	-	1,962,292
EXPENDITURES															
Certificated Salaries	1000-1999	51,887	51,887	51,887	51,887	51,887	51,887	51,887	51,887	51,887	51,887	51,887	51,887		622,642
Classified Salaries	2000-2999	33,916	33,916	33,916	33,916	33,916	33,916	33,916	33,916	33,916	33,916	33,916	33,916		406,995
Employee Benefits	3000-3999	25,614	25,614	25,614	25,614	25,614	25,614	25,614	25,614	25,614	25,614	25,614	25,614		307,369
Books and Supplies	4000-4999	35,000	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100		91,100
Svcs/Other Oper Exps	5000-5999	37,321	37,321	37,321	37,321	37,321	37,321	37,321	37,321	37,321	37,321	37,321	37,321		447,854
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-		-
Other Outgo	7000-7999	-	-	-	-	-	-	-	-	-	-	-	52,000		52,000
TOTAL EXPENDITURES		183,738	153,838	153,838	153,838	153,838	153,838	153,838	153,838	153,838	153,838	153,838	205,838	-	1,927,960
CHANGES IN CURRENT ASSETS: INCREASE/(DECREASE)															<i>Net Change for the Year: Objects 9xxx</i>
Revolving Cash	9110-9130	(70,938)	12,905	38,349	1,496	1,496	29,359	1,496	1,496	55,341	(4,178)	(4,178)	(28,315)		34,332
Accounts Receivable	9210-9299	-	-	-	-	-	-	-	-	-	-	-	-		-
Due from Other Funds	9310-9319	-	-	-	-	-	-	-	-	-	-	-	-		-
Stores	932X	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-		-
Fixed Assets	9400-9499	-	-	-	-	-	-	-	-	-	-	-	-		-
Depreciation	6,900	-	-	-	-	-	-	-	-	-	-	-	52,000		-
TOTAL CHANGES IN ASSETS		(70,938)	12,905	38,349	1,496	1,496	29,359	1,496	1,496	55,341	(4,178)	(4,178)	23,685	-	86,332
CHANGES IN LIABILITIES: (INCREASE)/DECREASE															
Accounts Payable/															
Payroll/Due to Govt	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-		-
Due to Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-	-		-
Temporary Loans	9615	-	-	-	-	-	-	-	-	-	-	-	-		-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenue	9650-9659	-	-	-	-	-	-	-	-	-	-	-	-		-
Audit Adjustments	9700	-	-	-	-	-	-	-	-	-	-	-	-		-
TOTAL CHANGE IN LIABILITIES		-	-	-	-	-	-	-	-	-	-	-	-		-
NET CHANGE IN CASH: INCREASE/(DECREASE)		(70,938)	12,905	38,349	1,496	1,496	29,359	1,496	1,496	55,341	(4,178)	(4,178)	23,685		86,332
ENDING CASH		404,100	417,005	455,355	456,851	458,347	487,706	489,203	490,699	546,040	541,862	537,685	561,370		

Less Reserve	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539	78,539		
Actual Cash	325,561	338,466	376,815	378,312	379,808	409,167	410,663	412,160	467,501	463,323	459,146	482,830			

CCSS Language Arts & Literacy

Version 1.0
July 2014



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Representative AMI Language Curriculum

	Activity ID	Prerequisite Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto-Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
	42005	Great Story: The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	The History of Written Language: Stories	42010	Ancient Egypt – Hieroglyphics
42011		Phoenicians – The First Alphabet	Language charts
42012		The Greek Alphabet	Language charts
42013		The Roman Alphabet	Language charts
42014		After the Romans/Current alphabet	Language charts
42015		Invention of Printing	Books
42016			
42018		Study of Written Language/History	
The History of Written Language: Explorations	42019	Research, make charts, timelines, tracing written language history	Research materials
	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
Handwriting in the Elementary Class	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 4-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 - 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	Labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	Follow commands, collaborate	activity/command cards
Reading in Elementary	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
	42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books
	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
Literature	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
	42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.
	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
Word Study: Affixes, Compound Words, Word Families	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels

Activity ID	Preparations/Activities	Materials	
42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets	
42308	Finding words w/suffixes, root or prefixes in books	books	
Word Study: Affixes, Compound Words, Word Families	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
Spelling	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
	42450	Rules for Capitalization	punctuation and capitalization charts
Punctuation	42451	Rules for End Of Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
The Noun	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
	42506	Article: Oral Introduction	story told by teacher
The Article	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
The Adjective	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
The Verb	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
The Preposition	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
The Adverb	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
	42532	Pronoun: Oral Introduction	story told by teacher
The Pronoun	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
The Conjunction	42538	Conjunction: Command Cards	Conjunction Command Cards
	42540	Interjection Grammar Box	Interjection Grammar Box
The Interjection	42541		
Parts of Speech: Further Work			
	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
The Noun, Further Work	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
The Adjective, Further Work	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
The Verb, Further Work – Tenses	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

Activity ID	Prerequisite(s), if any	Material
42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
42563	Conjugation Intensive or Negative Form	Verb Card Material
42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
42565	The Formation of Compound Tenses	
42567	Concept and Language of Active and Passive Voice	written work
42568	Formation of Passive Voice from Active and Active from Passive	written work
42570	Concept and Language of Indicative Mood	written work
42571	Concept and Language of Imperative Mood	written work
42572	Concept and Language of Subjunctive Mood	written work
42573	Mood: Finite and Non finite Forms	
42574	Mood: Finite and Non- finite Forms: Infinitive & Participle	
42576	Notional, Auxiliary, Linking verbs	
42577	Gerund	
42578	Participle	
42579	Infinitive	
42581	Verb Conjugation, Complete	Verb Card Material
42582	Principal Parts of the Verb	
42584	Children find prepositions in their own writing, analyze patterns, etc.	students writing
42586	Classification of adverbs	pencil/paper
42587	Logical adverb game	verb/adverb card material
42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
42591	Classification of Pronouns	
42592	Different types of Pronouns	Grammar books, literature
42593		
42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
42599	Children write and analyze their own sentences	papers/pencil
42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
42610	Analyze sentences with "names only" box	Sentence Analysis Arrows/circles with names only
42611	Student composes and analyzes own sentences with various features	paper/pencil
42613	Linking Verb: Using Chart A	Chart A
42614	Explore Noun of Direct Address	Chart A
42615	Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
42616	Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
42617	Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
42618	Analyze a sentence and its parts, using Chart A	Chart A
42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
42621	write and find in literature compound sentences	pencil/paper, books
42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
42623	Classification of conjunctions	Chart D
42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

	Code ID	Presentations Activities	Materials
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
Written Expression	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
	43000		
Sentence Building	43001	Sentence Building - Words	pencil/paper
	43002	Sentence Building - Phrases	pencil/paper
	43003	Sentence Building - Clauses	pencil/paper
	43004	Sentence Building - Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building - Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building - Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
Expressive Writing Techniques	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
	43500	Pre Writing: Making a concept map	pencil/paper
	43501	Pre Writing: Making an outline from the concept map	pencil/paper
Writing Process	43502	Pre Writing: Organizing a team based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre Writing: Choosing a topic	
	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
Written Expression Genres	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
	43700	The Parts of a Book	Books
Reports and Research	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

	Activity ID	Presentation/Activities	Material
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper
	43801	Memorisation, Recitation	Poetry
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials
	43803	Types of Poetry - Reading	Poetry books, pencil/paper
Style	43900	study one's own writing for style	own writing
	43901	analyze literature for style	stories, novels, poems
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources
Spoken Language and Listening	45000	Oral Presentations - how to be an audience/presenter	written work to present
	45001	Drama activities	Play, poems, written work to perform
	45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
	45003	Class Meetings: Creating classroom rules	class of children
	45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
	45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
	45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
	45007	Presenting a Report	
	45008	Giving a Speech	group of children with written work to share
	45009	Organized Debate	
	45010	Reporting, speech-making, debates	group of children with written work to share
	45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
	45013	Regular, individual meetings between teacher and child	

Language

CODES/STANDARDS	RELEVANT A.M.L. ACTIVITIES	RESOURCES/MATERIALS	COMPLETION/Completion of standards within the year	COMMENTARY
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	See detailed standards that follow		C	
L.1.1a Print all upper and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
Conventions of Standard English	42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box		
L.1.1f Use frequently occurring adjectives.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	

CES DOMAIN	CES STANDARDS	LEVELS/NT & MT ACTIVITIES	RESOURCES/MATERIALS	PROFESSIONAL STANDARDS/LEVELS	COMPLEXITY
Conventions of Standard English	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper	C	
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper	C	
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
	L.1.2e Spell untaught words phonetically; drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non readers & non fluent readers: phonetic words sounds of the letters, consonants and short vowels 42102 Non readers & non fluent readers: phonetic words initial single consonant/ single vowel, ending letter a single consonant 42103 Non readers & non fluent readers: phonetic words digraphs final 2 - 3 letters, beginning letter a single consonant 42104 Non readers & non fluent readers: label and read objects in the environment 42105 Non readers & non fluent readers: phonograms 42106 Non readers & non fluent readers: further phonogram work 42107 Non readers & non fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Labels/pencil Phonogram cards/words/object boxes Phonogram bowls/lets Puzzle words Spelling rules Phonogram cards	C	
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.2.1a Use collective nouns (e.g., group)	42546 Classification of the noun: collective	Noun classification materials/cards	C	
	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C	
	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce intransitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C	
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past tense) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box None listed Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C		

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.A.I. ACTIVITIES	APPROPRIATE MATERIALS	COOPERATION	COMMENTS		
Conventions of Standard English	L.2.1 Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	42567 Concept and language of active and passive voice	Written work/written work				
		42568 Formation of passive voice from active and active from passive	Sentence analysis material arrow/circle				
		42596 Analyze simple sentence, subject/predicate	Sentence analysis material arrows/circles				
		42597 Analyze simple sentence, subject/predicate/direct object	Sentence analysis material arrows/circles				
		42598 Analyze simple sentence, subject/predicate/direct and indirect objects	Pencil/paper				
		42599 Children write and analyze their own sentences	Sentence analysis arrows/circles with names and questions				
		42602 Introduce longer sentences with one independent clause	Sentence analysis arrows/circles with names and questions				
		42603 Analyze sentences with adverbial modifiers	Sentence analysis arrows/circles with names and questions				
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names and questions				
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names and questions				
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names and questions		C		
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names and questions				
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names and questions				
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names only				
		42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only				
		42611 Student composes and analyzes own sentences with various features	Pencil/paper, sentence analysis material				
		42620 Introduce compound sentences and label parts	Pencil/paper, books				
		42621 Write and find in literature compound sentences	Pencil/paper, sentence analysis material				
		42622 Introduce complex sentences and label parts	Chart D				
		42623 Classification of conjunctions	Pencil/paper, sentence analysis material				
		42624 Introduce compound complex sentences and label parts	Pencil/paper, sentence analysis material				
		1.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow			C	
		L.2.2a Capitalize holidays, product names, and geographic names	42450 Rules for capitalization	Orthography folders			
			42451 Rules for end-of-sentence punctuation	Spelling charts for rules			
			42452 Rules for comma usage	Movable alphabets, pencil/paper		C	
			42453 Use of semicolon, colon, dash	Pencil/paper			
		L.2.2b Use commas in greetings and closings of letters.	42454 Classification of the noun: proper, common	Noun classification materials/cards			
			42450 Rules for capitalization	Orthography folders			
			42451 Rules for end-of-sentence punctuation	Spelling charts for rules			
			42452 Rules for comma usage	Movable alphabets, pencil/paper			
		L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42453 Use of semicolon, colon, dash	Pencil/paper			
			43005 Sentence building – comma splices, run-in sentences, sentence fragments	Pencil/paper		C	
			43006 Sentence building – misplaced modifiers	Pencil/paper			
			43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper			
		L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42589 Personal pronouns: declension (subjective, objective, possessive case)	None listed			
			42590 Pronoun: impressionistic charts of the personal pronoun	Impressionistic pronoun charts			
			42591 Classification of pronouns	None listed			
			42592 Different types of pronouns	Grammar books, literature		C	
			L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge, boy → bou)	42105 Non-readers & non-fluent readers: phonograms	Phonogram cards/words/object boxes		
				42106 Non-readers & non-fluent readers: further phonogram work	Phonogram boulets		
				42107 Non-readers & non-fluent readers: puzzle words	Puzzle words		C
				42108 Spelling variations: silent e	Spelling rules		
			42109 Spelling variations: phonogram cards	Phonogram cards			
			42203 How to use a dictionary	Dictionary			
		42204 Independent silent reading	Reference books: atlas, encyclopedias, thesaurus, texts, etc.				
		L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42205 Teacher reads aloud to class	Orthography folders			
			42206 Individual/small group reading aloud	Spelling charts for rules			
			42207 Reading for research: use of content material	Movable alphabets, pencil/paper			
			42100 Exploring spelling foundations & rules	Phonogram cards, books			
			42401 Common spelling rules	Pencil/paper			
			42402 Introduction to spelling	Pencil/paper			
			42403 Strategies for spelling, sounding out, identify consonants, syllabification	Language charts		C	
			42404 Spelling lists	Personal dictionary			
			42405 Spelling: contractions	Dictionary, language material			
			42406 Dictation	Punctuation and capitalization charts			
		42407 Spelling: homonyms	Punctuation and capitalization charts				
		42408 Making child's personal dictionary	Punctuation and capitalization charts				
		42409 Etymologies	Punctuation and capitalization charts				
		43102 Introduce use of thesaurus to expand word choice in writing	Thesaurus				
		43700 The parts of a book	Books				
		43701 Using an encyclopedia	Encyclopedias				
		1.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow			C	
		L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name	Story told by teacher			
			42501 Concept and language of noun	Grammar box words and noun symbol			
			42502 Making lists of nouns, booklets, scrolls	Pencil/paper			
			42503 The number of the noun: singular, plural	Noun material			
			42504 The gender of the noun: masculine, feminine	Filler box noun material from grammar boxes			
			42506 Article: oral introduction	Story told by teacher			
			42507 Article grammar box	Article grammar box/filling box, symbols box			
			42508 Article: definite, indefinite	Article grammar box/filling box, symbols box			
			42510 Adjective: oral introduction	Story told by teacher/objects in environment			
			42511 Adjective grammar box	Adjective grammar box/filling box, symbols box			
		L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42512 Adjective: impressionistic chart of noun family	Noun family chart			
			42513 Adjective: command cards	Adjective command cards			
			42514 Adjective: transposition	Adjective grammar box/filling box, symbols box		C	
			42516 Verb: oral introduction	Story told by teacher			
			42517 Verb grammar box	Verb grammar box/filling box, symbols box			
			42518 Verb: impressionistic chart of noun family and verb	Impressionistic chart noun family and verb			
			42519 Verb: command cards	Verb command cards			
			42520 Verb: transposition	Verb grammar box/filling box, symbols box			
			42527 Adverb: oral introduction	Story told by teacher			
			42528 Adverb grammar box	Adverb grammar box/filling box, symbols box			
		42529 Adverb: command cards	Adverb command cards				
		42530 Adverb: transposition/word order	Adverb grammar box/filling box, symbols box				
		42532 Pronoun: oral introduction	Story told by teacher				
		42533 Pronoun grammar box	Pronoun grammar box/filling box, symbols box				

LESSON PLAN	LESSON STANDARDS	REFERENCE MATERIALS	RESOURCES/MATERIALS	ASSESSMENT	CONCEPTS
	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: Impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
Conventions of Standard English	L.3.1f Ensure subject verb and pronoun antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42590 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game*	Pencil/paper Objects from classroom Adjective card material Adjective card material Adjective classification chart, adjective cards	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42517 Conjunction grammar box 42538 Conjunction: command cards 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses, using arrows and dependencies circles 42634 Complex sentences - dependencies of clauses, using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	

CESS CODE	CESS STANDARD	CONTENT AREA/ACTIVITY	RESOURCES/MATERIALS	COMPLEXITY LEVEL	ASSESSMENTS	
Conventions of Standard English	L.1.1 Produce simple, compound, and complex sentences.	42596 Analyze simple sentence, subject/predicate	Sentence analysis material arrow/circle			
		42597 Analyze simple sentence, subject/predicate/direct object	Sentence analysis material arrows/circles			
		42598 Analyze simple sentence, subject/predicate/direct and indirect objects	Sentence analysis material arrows/circles			
		42599 Children write and analyze their own sentences	Paper/pencil			
		42602 Introduce longer sentences with one independent clause	Sentence analysis arrows/circles with names and questions			
		42603 Analyze sentences with adverbial modifiers	Sentence analysis arrows/circles with names and questions			
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names and questions			
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names and questions			
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names and questions			
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names and questions			
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names and questions			
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names and questions			
		42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only			
		42611 Student composes and analyzes own sentences with various features	Sentence analysis arrows/circles with names only			
		42613 Linking verb: using chart A	Chart A			
		42614 Explore noun of direct address	Chart A			
		42615 Reflexive verb and reflexive pronoun	Sentence analysis arrows/circles			
		42616 Introduce transitive/intransitive verbs	Transitive/intransitive charts			
		42617 Verbalic gerund, participle, infinitive	Sentence analysis arrows/circles			
		42618 Analyze a sentence and its parts, using chart A	Chart A			
		42620 Introduce compound sentences and label parts	Pencil/paper, sentence analysis material			
		42621 Write and find in literature compound sentences	Pencil/paper, books			
		42622 Introduce complex sentences and label parts	Pencil/paper, sentence analysis material			
		42623 Classification of conjunctions	Chart B			
		42624 Introduce compound (complex sentences) and label parts	Pencil/paper, sentence analysis material			
		42626 Independent coordinate clauses	Pencil/paper, sentence analysis material			
		42627 Compound sentences with coordinate clauses	Pencil/paper, sentence analysis material			
		42628 Analyze complex sentences using chart B	Chart B			
		42629 Noun clause as subject	Pencil/paper, sentence analysis material			
		42630 Noun clause as direct/indirect object	Pencil/paper, sentence analysis material			
		42631 Adverbial clause	Pencil/paper, sentence analysis material			
		42632 Adverbial clause	Pencil/paper, sentence analysis material			
		42633 Complex sentences – dependencies of clauses: using arrows and dependency circles	Arrows and dependency circles			
		42634 Complex sentences – dependencies of clauses: using chart C	Chart C			
		42635 Write compound and complex sentences and analyze parts	Pencil/paper			
		42636 Write and find in literature complex sentences for analysis	Pencil/paper, books			
		42637 Write and find in literature compound/complex sentences for analysis	Pencil/paper, books			
		43001 Sentence building – words	Pencil/paper			
		43002 Sentence building – phrases	Pencil/paper			
		43003 Sentence building – clauses	Pencil/paper			
		43004 Sentence building – agreement of subject and predicate	Pencil/paper			
		43005 Sentence building – comma splices, run-on sentences, sentence fragments	Pencil/paper			
		43006 Sentence building – misplaced modifiers	Pencil/paper			
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper			
		43008 Sentence structure variations	Written work, to present			
		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	See detailed standards that follow			
		L.1.2a Capitalize appropriate words in titles	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42026 Making capital letters	Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Pencil/paper, green boards		
		L.1.2b Use commas in addresses.	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Movable alphabets, pencil/paper Pencil/paper		
		L.1.2c Use commas and quotation marks in dialogue.	42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper		
		L.1.2d Form and use possessives.	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42553 Classification of adjectives	None listed Pencil/paper		
		L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verb: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present Progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time)	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed		
		L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts		
		L.1.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42210 Introduction to various reference books 43102 Introduce use of thesaurus to expand word choice in writing 43701 Use an encyclopedia	Dictionary Reference books, atlas, encyclopedia, thesaurus, lists, etc. Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedia		

CCSS DOMAIN	CCSS STANDARD	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	CORRELATION (CCSS, A.M.I., & STATE STANDARDS)	COMMENTS
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates 42522 Preposition: oral introduction 42523 Preposition grammar box	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42534 Preposition: command cards 42523 Preposition: transposition, change of word order for whole phrase w/in sentence 42536 Conjunctions: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42540 Interjection grammar box 42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C		
L.5.1c Use the verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C		
L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C		
L.5.1e Use the correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart I	C		
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	See detailed standards that follow		C		
L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 42453 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributive and appositives	Punctuation and capitalization charts Pencil/paper Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions	C		
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper	C		
L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C		
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C		
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	See detailed standards that follow 45000 Oral presentations—how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc.	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group	C		

CCSS DOMAIN	CCSS STANDARDS	REFERENCES & MI ACTIVITIES	RESOURCES/MATERIALS	PROGRESS MONITORING STRATEGIES	COMMENTS
Knowledge of Language	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronoun: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature		C
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: Impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing		C
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing		C
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources		C
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow			C
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43049 Writing for publication 43703 Introduce research procedure for reports and projects*	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper		C
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material		C
	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow			C
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42203 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west-germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper		C

CCSS DOMAIN	CCSS STANDARDS	RELEVANT AMLA OBJECTIVES	RESOURCE MATERIALS	PROBABLE LEARNING MODES	COMMENTS
	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow			C
		42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions		
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names & questions		
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names & questions		
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names & questions		
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names & questions		
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names & questions		
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names & questions		
	L.3.3a Choose words and phrases for effect.*	42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only		C
		42811 Student composes and analyzes own sentences with various features 43001 Sentence building--words 43002 Sentence building--phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, asyndeton, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45003 Class meetings- creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer mediated conflict resolution 45006 Grace and courtesy: e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share		
Knowledge of Language		42000 Story of the English language 42001 Research history and geography of languages	None listed History of language charts (proto-indo-european through west Germanic)		
		42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42260 Introduce children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Research materials None listed Research materials Nomenclature material Literature Plays		
	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	42263 Literature circles: small groups read and discuss a literary work 43900 Study one's own writing for style 43901 Analyze literature for style 43903 Explore style in various forms, such as newspapers, poetry, research 45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45006 Grace and courtesy: e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Books, short stories, poems Own writing Stories, novels, poems Various literature sources Written work to present Play, poems, written work to perform Small group None listed Group of children with written work to share None listed Group of children with written work to share		C
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow			C

CESS DOMAIN	CESS STANDARDS	RELEVANT A.M.E. ACTIVITIES	RESOURCE LISTS / MATERIALS	COMPLETION LEVELS (e.g., 2-3, 4-5, 6-8, 9-12)	COMMENTS
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Vocabulary Acquisition and Use

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading	Interpretive reading slips Leveled readers Interpretive reading cards	C	
L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

DOMAIN	CLASS STANDARDS	EFFECTIVE & MT. ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT	COSPAS/STA
Vocabulary Acquisition and Use	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library		C
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems		C
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42300 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards		C
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets		C
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material		C
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels		C
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use See detailed standards that follow	Dictionary		C
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box		C
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box		C
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart		C
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems		C
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials 42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box	Books, short stories, poems Dictionary Thesaurus Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box		C
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.				C

CCSS DOMAIN	CCSS STANDARD	EFFECTIVE MATERIALS	RESOURCE MATERIALS	GRADE LEVEL	COMMENTS
Vocabulary Acquisition and Use	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, carefree/careful).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, movable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, movable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).	42307 Reading for research, use of context material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., Knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.g., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading 42263 Literature circles	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
	L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture).	43100 Figures of speech	Pencil/paper, examples	C	

CCSS STANDARDS	CCSS STANDARDS	DEFINITIONS AND NOTES	RESOURCE MATERIALS	IMPLEMENTATION OF STANDARDS	COMMENTS
Vocabulary Acquisition and Use	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)*	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.5.4c Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT ALE ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT	COMMENTS
Vocabulary Acquisition and Use	L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>42300 Interpretive reading</p> <p>42301 Learn etymologies of words</p> <p>42302 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42307 Reading for research: use of content material</p> <p>42114 Sentence reading</p> <p>42112 Follow commands/collaborate</p> <p>42113 Reading for facts/reading for pleasure</p> <p>42263 Literature circles</p> <p>42603 Analyze sentences with adverbial modifiers</p> <p>42604 Analyze sentences with attributives and appositives</p> <p>42605 Analyze sentences with compound subject/compound predicate</p> <p>42606 Analyze sentences with elliptical construction</p> <p>42607 Analyze sentences with inverted order</p> <p>42567 Concept and language of active and passive voice</p>	<p>Interpretive reading cards</p> <p>Etymologies given in lessons and activities</p> <p>Nomenclature materials, definition cards</p> <p>Activity/commands cards</p> <p>Books/library</p> <p>Short stories/poems</p> <p>Sentence analysis arrows/circles with names & questions</p> <p>Written work</p>		C
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>42309 Etymology</p> <p>42302 Finding the meaning of the root</p>	<p>Dictionaries, card material</p>		C
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>42203 Introduction to the dictionary</p> <p>42210 Introduction to various reference books</p>	<p>Dictionary</p> <p>Thesaurus</p>		C
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>42203 Dictionary use</p>	<p>Dictionary</p>		C
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>See detailed standards that follow</p> <p>43100 Figurative language</p>	<p>Pencil/paper, examples</p>		C
	L.6.5a Interpret figures of speech (e.g., personification) in context.	<p>43101 Further creative elements</p>	<p>Pencil/paper, examples</p>		C
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p>43101 Further creative elements (analogies)</p>	<p>Pencil/paper, examples</p>		C
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwaterful, thrifty).	<p>43101 Further creative elements (connotations and denotations)</p>	<p>Pencil/paper, examples</p>		C
	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>42208 Fiction reading</p> <p>42209 Non-fiction reading</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p>	<p>Books, library</p> <p>Nomenclature materials</p>		C

Speaking & Listening

CLASS DOMAIN	CLASS STANDARDS	RELEVANT ABILITY ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (C = completely covers the particular content A = addresses major content groups)	COURTESY	
SL: Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. It can be done in any appropriate lesson at any appropriate time.	
	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C		
	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C		
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C		
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C		Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C		
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C		
	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45011 Taking notes from a lecture or dictation 45707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C		
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C		
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C		

CONSUMPTION	CLASS STANDARDS	STUDENT LEARNING ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses topic T = teaching strategy	COMMENTS
SL: Comprehension and Collaboration	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc.
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations - how to be an audience/presenter 45010 Reporting, speech making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech making, debates	Group of children with written work to share	C	

STANDARD	CONTENT STANDARD	RELEVANT LITERARY ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = complete content P = partially content A = no coverage N/A = not applicable	COMMENTS
SL: Comprehension and Collaboration	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	45008 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate 43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects	Written work to present Poems, stories, songs Small group Class of children Graphic organizers, paper/pencil Research resources, paper/pencil	C	
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	43702 Research ideas/developing questions 45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
SL: Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher made card materials	C	
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

CLASSIFICATION	CONTENT STANDARD	RELEVANT MULTIMEDIA	RELEVANT MATERIALS	COMPLETENESS (in complete lessons) P = partially covered N = not covered nothing in use	COMMENTS
SL: Presentation of Knowledge and Ideas	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry - reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner; using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/ protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Share Share	P	
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45004 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	P	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	

Reading – Foundational Skills

CLASS DOMAIN	CLASS STANDARDS	RELEVANT VET ACTIVITIES	RESOURCES/MATERIALS	COMPLETION C = completely correct P = partially correct A = not attempted I = no info	COMMENTS		
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture	Pencil/paper, green boards				
		42023 Initial stroke method for forming individual lower-case letters	Pencil/paper, green boards				
		42024 Correct formation: slope, slant, shape, style	Pencil/paper, green boards		C		
		42025 Joining letters	Pencil/paper, green boards				
		42026 Making capital letters	Pencil/paper, green boards				
		42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards				
		42450 Rules for capitalization	Punctuation and capitalization charts				
		42451 Rules for end of sentence punctuation	Punctuation and capitalization charts		C		
		42452 Rules for comma usage	Punctuation and capitalization charts				
		42453 Use of semicolon, colon, dash	Punctuation and capitalization charts				
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42401 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C	Phonological awareness is mainly built through sound games such as those played in the Primary.	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
	RF: Phonics and Word Recognition	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules	Orthography folders			
			42401 Common spelling rules	Spelling charts for rules			
			42402 Introduction to spelling	Moveable alphabets, pencil/paper			
			42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper			
			42404 Spelling lists	Phonogram cards, books	C		
42405 Spelling: contractions			Pencil/paper				
42406 Dictation			Pencil/paper				
42407 Spelling: homonyms			Language charts				
42408 Making child's personal dictionary			Personal dictionary				
42409 Etymologies			Dictionary, language material				
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42400 Exploring spelling foundations & rules	Orthography folders				
		42401 Common spelling rules	Spelling charts for rules				
		42402 Introduction to spelling	Moveable alphabets, pencil/paper				
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
		42404 Spelling lists	Phonogram cards, books				
		42408 Making child's personal dictionary	Personal dictionary				
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		
RF.2.3d Decode words with common prefixes and suffixes.	RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes	Word study charts, moveable alphabets				
		42301 Finding the root	Word study charts, moveable alphabets				
		42302 Finding the meaning of the root	Dictionaries, card materials				
		42303 Prefixes	Word study charts, moveable alphabets				
		42306 Word families	Word study charts, moveable alphabets				
		42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc.	Word study charts, moveable alphabets		C		
		42308 Finding words w/suffixes, root or prefixes in books	Books				
		42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials				
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper				
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		C		

LESSON PLAN	CONNECTIONS	RELEVANT ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covered P = partially covered A = not covered Catching up	COMMENTS
RF: Phonics and Word Recognition	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules	Orthography folders		
		42401 Common spelling rules	Spelling charts for rules		
		42402 Introduction to spelling	Moveable alphabets, pencil/paper		
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		
		42404 Spelling lists	Phonogram cards, books	C	
		42405 Spelling: contractions	Pencil/paper		
		42406 Dictation	Pencil/paper		
		42407 Spelling: homonyms	Language charts		
		42408 Making child's personal dictionary	Personal dictionary		
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42409 Etymologies	Dictionary, language material		
		42200 Fluent readers: Interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)		Nomenclature material	C		
42300 Suffixes		Word study charts, moveable alphabets			
42301 Finding the root		Word study charts, moveable alphabets			
42302 Finding the meaning of the root		Dictionaries, card materials			
42303 Prefixes		Word study charts, moveable alphabets			
42306 Word families		word study charts, moveable alphabets			
42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.		Word study charts, moveable alphabets	C		
42308 Finding words w/suffixes, root or prefixes in books		Books			
RF.3.3b Decode words with common Latin suffixes.		42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials		
	42409 Etymologies	Dictionary, language material			
	42300 Suffixes	Word study charts, moveable alphabets			
	42301 Finding the root	Word study charts, moveable alphabets			
	42302 Finding the meaning of the root	Dictionaries, card materials			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42200 Fluent readers: Interpretive reading	Interpretive reading cards			
	42201 Learn etymologies of words	Etymology given in lessons/activities			
	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C		
	RF.3.3c Decode multisyllabic words.	42400 Exploring spelling foundations & rules	Orthography folders		
42401 Common spelling rules		Spelling charts for rules	C		
42402 Introduction to spelling		Moveable alphabets, pencil/paper			
42400 Exploring spelling foundations & rules		Orthography folders			
42401 Common spelling rules		Spelling charts for rules	C		
42402 Introduction to spelling		Moveable alphabets, pencil/paper			
42300 Suffixes		Word study charts, moveable alphabets			
42301 Finding the root		Word study charts, moveable alphabets			
42302 Finding the meaning of the root		Dictionaries, card materials			
42303 Prefixes		Word study charts, moveable alphabets			
42306 Word families		word study charts, moveable alphabets			
42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.		Word study charts, moveable alphabets	C		
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper			
	42300 Suffixes	Word study charts, moveable alphabets			
	42301 Finding the root	Word study charts, moveable alphabets			
	42302 Finding the meaning of the root	Dictionaries, card materials			
	42303 Prefixes	Word study charts, moveable alphabets			
	42304 Compound words	Objects and labels			
	42305 Contractions	Labels/pencil			
	42306 Word families	Word study charts, moveable alphabets			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42308 Finding words w/suffixes, root or prefixes in books	Books		
42309 Etymology/meaning of words w/specific suffixes or prefixes		Dictionaries, card materials			
42310 Further work, such as making lists		Pencil/paper			
42311 Alphabetizing: classification of prefixes, by number, size, time, place		Pencil/paper, card materials			
42300 Suffixes		Word study charts, moveable alphabets			
42301 Finding the root		Moveable alphabets			
42302 Finding the meaning of the root		Dictionaries, card materials			
42303 Prefixes		Word study charts, moveable alphabets			
42304 Compound words		Objects and labels			
42305 Contractions		Labels/pencil			
42306 Word families		Word study charts, moveable alphabets			
42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.		Word study charts, moveable alphabets	C		
RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42310 Further work, such as making lists	Pencil/paper			
	42311 Alphabetizing: classification of prefixes, by number, size, time, place	Pencil/paper, card materials			
	42200 Fluent readers: Interpretive reading	Interpretive reading cards			
	42201 Learn etymologies of words	Etymology given in lessons/activities			
	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material			
	42203 How to use a dictionary	Dictionary			
	42204 Independent silent reading	Books/library	C		
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
RF: Fluency	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			

CLASSIFICATION	LEARNING STANDARDS	RELEVANT ASSESSMENT ACTIVITIES	RESOURCES/MATERIALS	COMPETENCIES (For completion of the standards, students will demonstrate reading skills)	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Books/library Written work to present Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry - reading 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free	Written work to present Play, poems, written work to perform Poems, stories, songs Types of poetry - reading Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	

CLASS DOMAIN	STANDARDS	RELEVANT ASSESSMENT	RESOURCES/MATERIALS	COMPLETION Fully, partially, or not at all	COMMENTS
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4a Read grade-level text with purpose and understanding.			C	
		42200 Oral presentations - how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present Play, poems, written work to perform Poems, stories, songs		
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4a Read grade-level text with purpose and understanding.			C	
		45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 43800 Types of poetry - reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials		
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	

Reading – Informational Text

CLASSIFICATION	CLASS STANDARDS	RELEVANT STATE ACTIVITIES	RESOURCES/MATERIALS	ACCOMPLISHES (A or complete scores B or partially correct C or no score/empty missing maps)	COMMENTS
RI. Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author's life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P	
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	42262 Making literary timelines (author's life, genre, period, country, etc.)		P	
	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P	
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C	
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	P	
	RI.6.1 Cite textual evidence in support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C	
	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library Paper/pencil	C	
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.7.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI. Craft and Structure	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library Book Dictionary Encyclopedia	C
RI.1.6 Distinguish between information provided by pictures or other illustrations and		43700 The parts of a book	Book	P	

L. ESS DOMAIN	C. SS STANDARDS	RELEVANT STATE STANDARDS	RESOURCES/MATERIALS	CUMULATIVE LITERACY (to complete all courses P & partially complete A & B courses) 60000-000000	COMMENTS	
RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	42283 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature Book	P		
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P		
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study each own writing for style 43901 Analyze literature for style	Books, short stories, poems Books/library Own writing Stories, novels, poems	C		
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature Plays	C		
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material Books, short stories, poems Books/library	C		
	RI: Integration of Knowledge and Ideas	RI.1.8 Identify the reasons an author gives to support points in a text.	42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books/library Books/library	C	
		RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	P		
RI.2.8 Describe how reasons support specific points the author makes in a text.		42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		

CLASS DOMAIN	CLASS STANDARDS	ELCIVILIAN LITERATURE	RESOURCES/MATERIALS	COMPLETENESS (C = completely covered P = partially covered A = not covered) Year/grade/level Year/grade/level	COVENANTS	
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems Books/library Books/library Books/library	C		
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	42207 Reading for research: use of content material	Books/library	P		
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	42207 Reading for research: use of content material	Books/library	P		
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C		
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C		
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems Books/library Reference books: atlas, encyclopedias, thesaurus, texts, etc	C		
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		
	RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
		RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C		

CLASS DOMAINS	CLASS STANDARDS	ILLIANS STANDARDS AND ACTIVITIES	RESOURCES/MATERIALS	"COMPLETENESS" G= completely covers P= partially covers N= no coverage/ "scaffolding maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of context material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud in class 42209 Non-fiction reading 42207 Reading for research: use of context material	Books, short stories, poems Books/library Books/library Books/library	C	

Reading – Literature

CLASS DOMAIN	COURSE STANDARDS	TELESCOPED LEARNING ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS (If completely covered, C; if partially covered, A; if not covered, F; nothing else)	COMMENTS
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading	Interpretive reading cards	C	
		42263 Literature circles: small groups read and discuss a literary work	Books, short stories, poems		
		42207 Reading for research: use of content material	Books/library		
		42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42206 Individual/small group reading aloud	Books/library		
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42261 Reading plays	Plays		
		43104 Story writing: making a plot summary	Paper/pencil		
RI.1.3 Describe characters, settings, and major events in a story, using key details.	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs				
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	43104 Story writing: making a plot summary	Paper/pencil			
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs				
	42002 Research, make charts, timelines, tracing spoken language history	Research materials			
RI.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
	43104 Story writing: making a plot summary	Paper/pencil			
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
RI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	43604 Analyze writing for effective paragraphs				
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
	42002 Research, make charts, timelines, tracing spoken language history	Research materials			
	2200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			

CONCEPTS	CONTENT STANDARDS	DEVELOPMENTAL ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (Complete, partially complete, or not complete) Assessment strategy Testing method	COMMENTS
RL: Key Ideas and Details	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	42200 Fluent readers: interpretive reading	Interpretive reading cards	C	
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature	C	
		42261 Reading plays	Plays		
		42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42208 Fiction reading	Books/library	C	
		42209 Non fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42261 Reading plays	Plays		
		43104 Story writing: making a plot summary	Paper/pencil		
		43105 Story writing: developing characters	Paper/pencil		
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	43106 Story writing: further elements of story writing	Student's writing	C		
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs	Student's writing			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	43104 Story writing: making a plot summary	Paper/pencil	C		
	43800 Types of poetry - writing	Poetry books, pencil/paper			
	43801 Memorization, recitation	Poetry			
	43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poems, card materials			
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	43104 Story writing: making a plot summary	Paper/pencil	C		
	43800 Types of poetry - writing	Poetry books, pencil/paper			
	43801 Memorization, recitation	Poetry			
	43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poems, card materials			
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	43104 Story writing: making a plot summary	Paper/pencil	C		
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs	Student's writing			
	42204 Independent silent reading	Books/library			
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			

CLASS DOMAIN	CLASS STANDARDS	ILLUSTRATIVE ACTIVITIES	RESOURCES/MATERIALS	COMPLETION (e.g., complete, covers, Partially covers, A, encourage, reading help)	COMMENTS
RI: Craft and Structure	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems Books/library Dictionaries, card materials	C	
	RI.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems Books/library Plays Poems, card materials	C	
	RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RI.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems Books/library Play, poems, written work to perform	P	
	RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Books, short stories, poems Books/library Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RI.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	C	

CROSS-DOMAIN	CROSS-STANDARDS	RELEVANT ACTIVITIES	RELEVANT MATERIALS	COMPLETENESS (If applicable, circle) P = partially complete C = completely complete (e.g., map)	COMMENTS
RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C	
	RL.1.8 not applicable to literature				
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.3.8 not applicable to literature				
	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.4.8 not applicable to literature				
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature Books, short stories, poems Pencil/paper	C	
	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P	
	RL.5.8 not applicable to literature				
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems Books/library Books/library	C	
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poems to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems Books/library Books/library Poems, card materials Play, poems, written work to perform poems, stories, songs	C	
	RL.6.8 not applicable to literature				
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems Books/library Books/library Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials Plays	C	
	RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry:	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C

CLASS DOMAIN	CASS STANDARDS	RELEVANT TASK ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses G = getting help	COMMENTS
	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry - reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of Poetry - Reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p> <p>45001 Drama activities</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
RI: Range of Reading and Level of Text Complexity	RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry - reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p> <p>45001 Drama activities</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry - reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry - reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	

Reading – History

CLASS OBJECTIVES	CROSS-CURRICULAR	RELEVANT STATE ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses, e.g., collating it up?	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history	Research materials		
		42207 Reading for research: use of content material	Books/library	C	
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
		42019 Research, make charts, timelines, tracing written language history	Research materials		
RH: Key Ideas and Details	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42207 Reading for research: use of content material	Books/library	C	
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
		43104 Story writing: making a plot summary	Paper/pencil		
		42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
		42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C	
		42207 Reading for research: use of content material	Books/library		
RH: Craft and Structure	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
		42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	P	
		42207 Reading for research: use of content material	Books/library		
RH: Integration of Knowledge and Ideas	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42207 Reading for research: use of content material	Books/library		
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42208 Fiction reading	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42263 Literature circles: small groups read and discuss a literary work	Books, short stories, poems		
RH: Integration of Knowledge and Ideas	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
RH: Range of Reading and Level of Text Complexity	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42207 Reading for research: use of content material	Books/library	C	
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42207 Reading for research: use of content material	Books/library	C	
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library		
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		

Reading – Science & Technology

C.C. STANDARD	C.C.S. STANDARD	RELEVANT C.C. ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (= completely covers = partially covers = does not cover = nothing maps)	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	P	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	43104 Story writing: making a plot summary			
		Experiment cards (in geography) Measurement activities (in math)		C	
RST: Craft and Structure	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	42201 Learn etymology of words	Etymology given in lessons/activities		
		42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	P	
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
RST: Integration of Knowledge and Ideas	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	P	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
42209 Non-fiction reading		Books/library			
42210 Introduction to various reference books		Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	

Writing Standards

CONSTITUTION	CONTENT STANDARDS	RELEVANT EARLY ACTIVITIES	RESOURCES/MATERIALS	COMPLETION Completely covers Partially covers Addresses through touching upon	COMMENTS
	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. EXAMPLE: <i>I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.</i></p>	<p>Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child</p>	<p>Pencil/paper small movable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library</p>	C	Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>History of spoken language: explorations oral preparation for writing 42000 Story language 42002 Research materials History of written language: stories 42015 42014 Charts History of written language-explorations 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 43110 Pre-writing: choosing a topic 13600 Exploring different genres 43701 Encyclopedias/reference materials 43703 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories</p>	C	See note above.
W.1.1 Types and Purposes	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>History of spoken language: oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun: proper and common 42556 Simple tenses 42586 Adverbs: further work 45013 Regular, individual meeting between teacher/guide & child</p>	<p>Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts</p>	C	See note above.
	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: command cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557 42560 Verb: conjugation simple tenses regular, irregular 42584 Preposition: further work 42586 Adverb: further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Pencil/paper, Reference materials: dictionary, etymological dictionary, Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material</p>	C	See note above. Extend work of 1.1
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>History of Written Language: Explorations 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources</p>	C	Extend work of 1.2

CLASSIFICATION	CONTENT STANDARDS	RELEVANT L.A. ACTIVITIES	TECHNOLOGY/MATERIALS	COMPLETENESS (C= completely covered P= partially covered N= not covered at all/being taught)	COMMENTS
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (sec 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader's marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials, thesaurus, etymological dictionary, graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
W. Text Types and Purposes	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials, encyclopedia, atlas, time lines Graphic organizers Nomenclature material Charts News cards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish - illustrations 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Context and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas, Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
	W.3.3c Use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C	
	W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content area books Rubric for narrative, fiction & non-	C	Extend, expand, and enhance the work of 3.1

LESSON DOMAIN	CLASS STANDARDS	RELEVANT L.M.E. ABILITIES	RESOURCE MATERIALS	COMPETENCIES (to complete, to give or partially complete A = independent working map)	COMMENTS
W Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-42565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586-42587 Adverb 42589-42593 Pronoun 42596-42599 Intro, To s.A 42602-42606 Simple sentences 42613 Linking verb/chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, enhance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706, 43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension	43101 expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43701, 06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expression sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556-42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis: adjectival & adverbial clauses 43001, 43002 Written expression/sentence building 43103, 43106 Expressive writing techniques/strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written expression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/grade & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
	W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b

CLASS DOMAINS	CLASS STANDARDS	RELEVANT CURRICULUM ITEMS	RESOURCES/MATERIALS	COMPLETENESS (Is completely covered? Is partially covered? Is not covered? Indebit margin?)	COMMENTS
W. Text Types and Purposes	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	*Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43503 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre writing: topic 43501 Pre writing: concept map 43503 Pre writing: outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature, literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing: Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, expand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression. 43004, 43005, 43006 Writing process 43510, 43500, 43502 Genus/writing, 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Paper/pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature, dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference	Classified nomenclature Cumulated cards Books Templates, Graphic Organizers	C	Extend work of 5.2	

COURSE DOMAIN	COURSE STANDARDS	RELEVANT MATERIALS/TITLES	RESOURCES/MATERIALS	SCORING POINTS (How completely covers the standards? Are there any accommodations? What kind of map?)	COMMENTS	
W: Text Types and Purposes	W.6.2a Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required	
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C		
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with subordinating clauses, analyze complex sentences	Sentence analysis materials Language chart B	C		
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note taking	Classified nomenclature Dictionaries Word study charts & materials	C		
	W.6.2E establish and maintain a formal style	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C	
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1e	
		42208 Fiction reading 42260, 42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104 Story writing 43510, 43500 Pre-writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child				
	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3	
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	41105 Story Writing (Characters) 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C		
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	42153 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjunctions 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C			
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C			
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization, voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C			
W: Production and Distribution of Writing	W.1.4 begins in grade 3					
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
	W.2.4 begins in grade 3					
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)			
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.		

COURSE OBJECTIVES	COURSE STANDARDS	RELEVANT L.A. ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (C= completely covers P= partially covers X= no coverage Nothing typed)	COMMENTS
W: Production and Distribution of Writing	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Expressive writing: 43100-43108 Writing process: 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W.5.4 add style
	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W.5.5
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, same as W.5.6 but without guidance Access to digital resources	
W: Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	

STANDARD	STANDARDS	RELEVANT MATERIALS	RESOURCES/MATERIALS	COMPETENCY (C=competency, P=partial, A=approaching, N=not)	COMMENTS
W Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	43700-43710 Reports and research 43703 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg., Grp. Rdg., Rdg. For research, non fiction rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	*42205, 42206, 42207 Reading (Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg., rdg. for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources. 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").	42200, 42208 Reading/foerit (tdg., interpretive rdg., Fiction rdg. 42260-42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry - writing 43803 Types of poetry - reading 45001, 45002 Spoken language/drama activities, listen & respond to stories, poems, & songs 43103, 43107 Expressive writing/strategies for writing, question game	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	43601-43608 Written Expression Genres/Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/Research ideas, Developing questions, Evaluating, Note taking, etc. 45001, 45007-45011 Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources	
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Extend, expand, and enhance 4.8	Timelines	C	Access to digital resources	
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C		
W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Extend, expand, and enhance 4.9a	Books Paper & pencil Peers & adults	C		
W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Extend, expand, and enhance 4.9b	Books Paper & pencil Peers & adults	C		

CLASS DOMAIN	CLASS STANDARDS	RELATES AND ASSOCIATED ACTIVITIES	REQUIREMENTS/ MATERIALS	COMPLETENESS L: is completely covered P: partially covered N: not covered including maps	COMMENTS
	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, ind. rdg., Non-fic.rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
W: Research to Build and Present Knowledge	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry - writing 43802 Study of poetry 43803 Types of poetry - reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry - writing 43803 Types of poetry - reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.1.10 begins in grade 3 W.2.10 begins in grade 3				
W: Range of Writing	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive,	Books Paper & pencil Peers & adults Timelines	C	

CLASS DOMAIN	CLASS STANDARDS	ELIABLE CONTENT OBJECTIVES	ESSENTIAL MATERIALS	COMPLETENESS A complete course Partially complete A minimum of 20 nothing more	COMMENTS
		<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>43004- 43009 Written expression/sentence building - agreement, fragments, modifiers, punctuation use, sentence structure & variations</p> <p>43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellishment</p> <p>43500-43510 Written expression - writing process/pre-writing through editing & revising to publication</p> <p>43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing</p> <p>43702, 43705-43710 Reports & research/developing ideas & questions, non-fiction writing types</p> <p>43800-43803 Reading, writing, study of poetry</p> <p>43902-43903 Style/symbolize use sentence patterns & rhythms, explore style through various types of writing</p> <p>External, expand, and enhance 4.10</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Write compound/complex sentences and analyze parts</p> <p>43700 43706 Parts of a book, encyclopedia, research, technical writing</p> <p>45000 Spoken language and listening/oral presentations & reports, speechmaking & debates, taking notes from lecture or dictation</p> <p>45011 Regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>		
	WA.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Clause analysis/write compound/complex sentences and analyze parts</p> <p>43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations</p> <p>43100-43107 Expressive writing techniques/figurative language, strategies for writing, story writing</p> <p>43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets</p> <p>43800 Types of poetry - writing</p> <p>43803 Types of poetry - reading</p> <p>45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>	C	
	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Clause analysis/write compound/complex sentences and analyze parts</p> <p>43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations</p> <p>43100-43107 Expressive writing techniques/figurative language, strategies for writing, story writing</p> <p>43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets</p> <p>43800 Types of poetry - writing</p> <p>43803 Types of poetry - reading</p> <p>45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>	C	
	WA.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Clause analysis/write compound/complex sentences and analyze parts</p> <p>43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations</p> <p>43100-43107 Expressive writing techniques/figurative language, strategies for writing, story writing</p> <p>43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets</p> <p>43800 Types of poetry - writing</p> <p>43803 Types of poetry - reading</p> <p>45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>	C	

Writing – History, Science & Technology

COMMON CORE STATE STANDARDS	CLASS STANDARDS	RELEVANT AMI ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (1 = completely achieved 2 = partially achieved 3 = no coverage nothing maps)	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42107, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009 11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.o.) will be developmentally prepared for this work and undertake "formal" argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentence types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for analytical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1c 43508-09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	

CLASS DOMAIN	CLASS STANDARDS	RITTY AND LIVED ACTIVITIES	RESOURCES/MATERIALS	CUMULATIVE RITTY (C= completely covers P= partially covers N= no coverage not a log stage)	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to maintain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2c 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	Access to digital resources
	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional "focused" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources required Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	
	WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for reflection and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	

CCSS Math & Geometry

Version 1.0
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Representative AMI Math Curriculum

Activity ID	Content Strand	Material	Presentations/Activities
	Great story of mathematics/history		
40001		Charts/story	The story of our numerals
40002			Making charts/making models
40003			Making timelines
40004			Research: number systems, cultural history, decimal system
	The decimal system, categories and place value		
40008		Golden beads & presentation tray	Introduce decimal/whole number categories
40009		Golden beads & decimal cards	Association of symbol & quantity 1, 10, 100, 1000's
40010		Decimal cards	Understanding zero
40011		Golden beads & trays	Forming numbers using concrete quantities of beads
40012		Golden beads & decimal cards	Forming numbers w/decimal cards, hiding zeroes
40013		Golden beads, decimal cards & trays	Creating quantities w/symbols up to 9,999
40015		Wooden hierarchical material	Introduction to quantity & language, up to million
40016			Geometric shape and families to millions
40017		Number cards 1, 10, 100... 1,000,000	Introduction to symbol to millions
40018		Whm & number cards	Symbol and quantity into millions
40019		Golden beads, decimal cards	Expanded notation/decomposing numbers
40020		Sbf/lbf & sbf/lbf paper	Expanded notation/decomposing numbers
40021		Bank game	Expanded notation (along w/multiplication)
	Quantity & symbol: whole numbers: numeration		
40024		Spindle boxes (0 - 9), bead stair (1 - 9)	Introduce/review numbers 1 - 10
40025		Snake game (1-10), memory games	Introduce/review numbers 1 - 10
40026		Cards & counters	Introduce odd/even numbers
40027		Golden beads	Counting and numbers 1 - 10
40028		Golden beads	Exchange/change game across categories
40029		Teen boards, bead bars	Introduce/review counting 11 - 20
40030		Ten boards & bead bars	Introduce/review counting 1 - 100
40031		Golden beads, base board	Decimal system (numbers to thousands using base board in base 10)
40032		Small bead frame	Counting to 1000
40033		Hundred & thousand chain & labels	Counting to 1000
40034		Short/square bead chains & labels	Linear & skip counting
40035		Long/cube bead chains & labels	Linear & skip counting
40036		Large bead frame	Counting to millions
40037		Sbf/lbf and sbf/lbf paper	Presentation of symbol up to millions
	Whole numbers: addition		
40041		Golden beads	Concept of static addition with whole numbers
40042		Golden beads & decimal cards	Static addition (no carrying)
40043		Large bead frame	Static addition (no carrying)
40044		Stamp game	Static addition (no carrying)
40045		Stamp game w/square paper	Static addition w/recording
40046		Golden beads & decimal cards	Dynamic addition (w/carrying)
40047		Large bead frame	Dynamic addition (w/carrying)
40048		Dot game	Dynamic addition (w/carrying)
40049		Stamp game	Dynamic addition (w/carrying)
40050		Lbf and lbf paper	Dynamic addition w/recording
40051		Stamp game w/square paper	Dynamic addition w/recording
40052		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40053		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40054		Golden beads	Addition word problems, problem solving
40055		Bead bar material and pencil/paper	Addition word problems, problem solving
40056		Bead bar material and pencil/paper	Commutative law of addition
40057		Bead bar material and pencil/paper	Associative property of addition

Activity ID	Content Strand	Material	Presentations Activities
40059	Memorization of addition facts	Addition strip board	Addition math facts, memorization
40060		Addition practice/finger charts	Addition math facts, memorization
40061		Addition snake game	Addition math facts, memorization
40062		Bead bar material and pencil/paper	Memorization of facts (addition)
40064	Whole numbers: subtraction		
40065		Golden beads	Concept of static subtraction with whole numbers
40066		Golden beads & decimal cards	Static subtraction (no borrowing)
40067		Large bead frame	Static subtraction (no borrowing)
40068		Stamp game	Static subtraction (no borrowing)
40069		Stamp game w/square paper	Static addition w/recording
40070		Golden beads & decimal cards	Dynamic subtraction (w/borrowing)
40071		Large bead frame	Dynamic subtraction (w/borrowing)
40072		Dot game	Dynamic subtraction (w/borrowing)
40073		Stamp game	Dynamic subtraction (w/borrowing)
40074		Lbf and lbf paper	Dynamic subtraction (w/borrowing)
40075		Stamp game w/square paper	Dynamic subtraction (w/borrowing)
40076		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40077		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40078		Golden beads	Subtraction word problems, problem solving
40079	Bead bar material and pencil/paper	Subtraction word problems, problem solving	
40081	Memorization of subtraction facts	Subtraction strip board	Subtraction math facts, memorization
40082		Subtraction practice/finger charts	Subtraction math facts, memorization
40083		Subtraction snake game	Subtraction math facts, memorization
40084		Bead bar material and pencil/paper	Memorization of facts (subtraction)
	Laws of multiplication		
40087		Golden beads w/decimal cards	Introduce multiplication
40088		Bead bars	Concept of simple multiplication (facts)
40089		Bead bars	Build the decanomial w/bead bars
40090		Practice charts, bead bars, booklets	Memorization of multiplication facts
40091		Bead chains	Skip counting, memorization of facts
	Commutative law of multiplication		
40094		Bead bars and cards	Concept and language of commutative law
	Distributive law of multiplication		
40096		Bead bars, cards, parentheses, envelopes	Concept and language of distributive law
40097		Bead bars	Sensorial exploration
40098			Passage to more symbolic representations with beads
40099			Passage to more symbolic representations without beads
40100			Passage to more symbolic representations on paper
40101		Golden beads & decimal cards	Extension to the decimal system: multiplication of composite numbers
40102			Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation with number cards
40103		Paper	Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation on paper
40104			
	Long multiplication Checkerboard		
40107		Checkerboard & bead bars	Introduction to the checkerboard
40108		Checkerboard & bead bars & number tickets	Multiplication by a one-digit multiplier
40109		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, no facts)
40110		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, some facts)
40111		Checkerboard, bead bars, no Tickets, paper	Multiplication by a multi-digit multiplier (using all facts, recording problem and final product)

Activity ID	Content Strand	Material	Presentations Activities
40112		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using facts, recording problem, partial products, and final product)
40113			Multiplication by a multi-digit multiplier (no beads, using facts, recording problem and final product)
40115	Large bead frame	Large bead frame & lbf paper	Multiplication by a one-digit multiplier
40116		Large bead frame & lbf paper	Multi-digit multiplier
40117		Large bead frame & lbf paper	Multi-digit multiplier (recording partial products, adding partial products, checking)
40118	Bank game		
40120		Bank game	Multiplication by a one-digit multiplier
40121		Bank game	Two-digit multiplier
40122		Bank game	Three-digit multiplier
40124	Flat bead frame	Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing final product only)
40125		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing partial products)
40127	Geometric form of multiplication	Graph paper, colored pencils	Geometric form of multiplication
40129	Multiplication summary	Paper/pencil	Consolidate multiplication fact memorization
40130		Paper/pencil & appropriate material	Traditional multiplication algorithm
40131		Paper/pencil	Multiplication word problems
	Long division		
	Division with boards, racks, and tubes		
40134		Racks & tubes materials	Division by a one-digit divisor
40135		Racks & tubes materials	Division by a multi-digit divisor
40136		Racks & tubes and paper/pencil	Recording intermediate remainders, quotient, final remainder
40137		Racks & tubes and paper/pencil	Recording what has been used, intermediate remainders, quotient, final remainder
40138		Racks & tubes and paper/pencil	Special cases
40140	Division with stamps	Stamp game	Division with stamps
40142	Division summary	Pencil/paper	Traditional division algorithm
40143		Pencil/paper	Division word problems
	Multiples, factors, and primes		
	Multiples		
40146		Short bead chains $1^{\wedge}2 - 10^{\wedge}2$	Concept and language of multiple using short chains
40147		Bead bars	Further investigation of multiples using bead bars (one- and two-digit numbers)
40148		Multiples of numbers paper	Further investigation of multiples using multiples of numbers paper
40149		Tables A & B	Calculation of multiples using table A and table B
40150		Bead bars & paper/pencil	Concept and language of common multiple
40151		Multiples of numbers paper	Investigation of common multiple using multiples of numbers paper
40152		Table C	Investigation of numbers using table C (leading to concept and language of prime number)
40153		Bead bars & paper/pencil	Concept, language, and notation for least common multiple (lcm)
	Factors		
40155		Pegs and pegboard	Concept and language of factor using pegs/pegboard
40156		Pegs & pegboard with white strips	Concept and language of common factor
40157		Table C	Concept and language for prime factor using table C

Activity ID	Content Strand	Material	Presentations/Activities
40159	Divisibility	Pegs & pegboard, pencil/paper	Using prime factors to find the least common multiple (lcm) of numbers
40160		Pegs & pegboard, pencil/paper	Concept, language, and notation for greatest common factor (gcf)
40161		Sieve of eratosthenes	Handout: sieve of eratosthenes
40162			
40165		Gold beads and paper tickets	Divisibility by 2, 5, and 25
40166		Gold beads and paper tickets	Divisibility by 4 and 8
40167		Gold beads, paper tickets, pencil/paper	Divisibility chart
40168		Gold beads and paper tickets	Divisibility by 3 and 9
40169		Gold beads and paper tickets	Divisibility by 11
40170			
	Fractions		
	Introduction and equivalence		
40173	Operations: simple cases	Red metal fraction insets	Fractions: quantity and language
40174		Fraction insets & labels	Fractions: symbol, notation, further language
40175			Fractions: other representations
40176		Fraction insets	Equivalence: sensorial
40178		Fraction insets and paper tickets	Simple addition (denominators common, reduction)
40179		Fraction insets and paper tickets	Simple subtraction (denominators common, reduction)
40180		Fraction insets and paper tickets	Simple multiplication (by single-digit whole number, reduction)
40181		Fraction insets and paper tickets	Simple division (by single-digit whole number, reduction)
	Operations: beyond simple cases		
40183		Fraction insets and paper tickets	Addition/subtraction: uncommon denominators
40184		Fraction insets and paper tickets	Multiplication by a fraction less than one
40185		Fraction insets and paper tickets	Division by a fraction less than one (measurement/group)
40186		Fraction insets, paper tickets, lg. Skittles	Division by a fraction less than one (partitive / sharing)
	Operations: passages to abstraction		
40188		Transparencies prepared with fraction lines	Addition/subtraction: finding a common denominator using transparencies
40189		Pencil/paper	Addition/subtraction: finding a common denominator by multiplying the denominators
40190		Pencil/paper	Addition/subtraction: known denominator, finding the numerators by raising or reducing a fraction
40191		Pencil/paper	Addition/Subtraction: Finding the Least Common Denominator (LCD)
40192		Pencil/paper	Abstraction of the rules for operations with fractions
40193	Applications with Fractions		
	Decimal Fractions		
	Introduction to Decimal Fractions		
40197	Operations: Simple Cases	Decimal cubes and beads	Decimals: quantity and language
40198		Label strip for decimal board	Decimals: symbol
40199		Decimal board (yellow board) & cubes/beads	Decimals: formation and reading
40201		Decimal board (yellow board) & cubes/beads	Addition and subtraction using the decimal board
40202		Pencil/paper	Algorithm for addition and subtraction of decimals
40203		Decimal board (yellow board) & cubes/beads	Multiplication by a unit multiplier
40204		Decimal cubes and skittles	Division by a unit divisor
	Multiplication with Decimals: Beyond Simple Cases		
40206		Decimal checkerboard	Multiplication by a fraction using the decimal checkerboard
40207		Felt squares for decimal	Category multiplication in the decimal system

Activity ID	Content Strand	Material	Presentations Activities
40208	Division with decimals: beyond simple cases	Decimal checkerboard and beads	Multiplication of a fraction by a fraction using the decimal board
40209		Pencil/paper	Algorithm for multiplication of decimals
40211		Decimal beads and skittles	Division by a mixed number or by a decimal using skittles
40212		Pencil/paper	Algorithm for division of decimals
40214	Introduction to percentage with the centesimal frame	Centesimal frame	Concept, language, and notation of percentage
40215		Red fraction insets and centesimal frame	Conversion of fraction insets to percentage using the centesimal frame
40217	Special topics extending the exploration of decimals	Pencil/paper	Relative size of terms when multiplying and dividing (positive) numbers
40218		Pencil/paper	Rounding of decimal fractions
40219		Pencil/paper	Conversion of common to decimal fractions (and vice versa)
40220			
40223		Squares and cubes of numbers	
40224	Squares	Bead squares and short chains	Concept and notation of the square of a number
40225		Bead squares and short chains	Exploring squares of numbers 1 – 10
40227	Cubes	Numerical (paper) decanomial	Numerical decanomial
40228			
40229		Bead cubes and long chains	Concept and notation of the cube of a number
40231	Operations with squares and cubes	Bead cubes and long chains	Exploring cubes of numbers 1 – 10
40232			Building the tower of jewels
40235	Squaring	Bead squares and cubes and paper tickets	Operations with numbers written as squares and cubes
40236			
40237	Squaring: arithmetic passages	Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a binomial
40238			
40239		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a trinomial, quadranomial, polynomial
40240		Bead squares and bead bars and tickets	Exploring the binomial: building a larger square from a smaller square
40241		Bead squares and bead bars and tickets	Exploring a polynomial: squaring a sum (one-digit terms)
40243		Golden beads and tickets	Application to decimal numbers: squaring a binomial using golden beads (whole numbers ≤ 99)
40244		Pegboard & pegs, guide square & tickets	Application to decimal numbers: squaring a binomial using hierarchical pegs (whole numbers) and introduction to guide squares
40245	Squaring: algebraic passages	Guide squares and paper/pencil	Guide squares: deriving the decimal formula for the square of a polynomial
40248			
40249	Cubing	Gold bead squares, rubber bands, bi-cube lid	Squaring a binomial, algebraic
40250			
40251	Cubing: arithmetic passages	Gold bead squares, rubber bands, tri-cube lid	Squaring a trinomial, algebraic
40251			
40248		Wooden cubing material	Transformation of a given cube into a cube of a binomial
40249		Wooden cubing material	Building from a cube to a larger cube with wooden cubing material
40250			Cubing a binomial, numeric, starting from the square
40251			Cubing a binomial, numeric, starting from the cube of the first term
			Cubing a trinomial numeric starting from the

Activity ID	Content Strand	Material	Presentations/Activities
40253			Cubing a trinomial, numeric, starting from the cube of the first term
40255	Cubing: algebraic passages		Cubing a binomial, algebraic
40256			Cubing a trinomial, algebraic
	Cubing: application to decimal numbers		
40258		Trinomial & hierarchical cubes & tickets	Cubing a decimal number (three-digit) using the hierarchical cube
40259	Square root		
	Square root: sensorial passages		
40262		Bead squares 1-10, paper/pencil	Concept, language, and notation for square root
40263		Bead squares 1-10, paper/pencil	Introduction: one-digit roots
40264		Gold bead material, paper/pencil	Two-digit roots: using golden bead material
40265		Gold bead material, $n-n^2$ chart	Two-digit roots: observing the $n - n^2$ chart
40266		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: using pegboard (writing results only)
40267		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: writing
40268		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: four-digit numbers
40269		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: three-digit roots
40270		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero in the root
40271		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero at the end of the root
40272		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: four-digit roots, writing
	Square root: passages to abstraction		
40274		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: using more than one category at a time
40275		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: calculating the next root digit
40276		Paper/pencil, guide squares	Calculating square root on paper
40277		Paper/pencil	Rule for extraction of square root
40278			
	Cube root		
	Cube root: sensorial passages		
40281		Bead cubes 1-10, tickets	Concept, geometric representation, language, and notation for cube root
40282		White 2cm cubes	Extracting a cube root using 2cm cubes (for numbers less than 250)
40283		Wooden cubing material	Extracting a cube root for four- to six-digit numbers using chart and wooden cubing material (by category)
	Cube root: passages to abstraction		
40285		Wooden cubing material, $n-n^3$ chart	Extracting a cube root of four- to six-digit numbers using wooden cubing material: consolidation of the calculations of identical groups of prisms
40286		Hierarchical cube, $n-n^3$ chart	Extracting a cube root of seven- to nine-digit numbers using the hierarchical/decimal trinomial: writing the calculations from the decimal values of the cubes and prisms
40287		Paper/pencil	Rule for extraction of cube root
	Signed numbers		
40291		Elementary/negative snake game	Introduction to signed numbers
40292		Elementary/negative snake game	Addition of signed numbers
40293		Elementary/negative snake game	Multiplication of signed numbers
40294		Elementary/negative snake game	Subtraction of signed numbers
40295		Elementary/negative snake game	Division of signed numbers
40296		Paper/pencil	Word problems using signed numbers
40297			
	Powers of Numbers		

Activity ID	Content Strand	Material	Presentations Activities
40301		Powers of two material	Unit can be any physical size
40302		Wooden cubing material	Any number has powers
40303		Wooden cubing material, pencil/paper	Special case: multiplication or division of powers of numbers having the same base
40304		Decimal board & reciprocal strip	Negative exponents for base 10
40305		Paper/pencil	Operations with numbers written in exponential notation
40306		Paper/pencil	Operations: numbers written in expanded power notation
40307			
	Non-decimal bases		
40310		Number base board & gold beads	Counting in a non-decimal base
40311		Number base board & gold beads	Operations in different bases
40312		Number base board, gold beads, bead bars	Conversion of notation from one base to another using bead material
40313		Number base board, gold beads, bead bars	Conversion from notation of any base to base 10 using expanded power notation
40314		Paper/pencil	Algorithm for conversion of notation from one base to another
40315			
	Ratio and proportion		
40318	Ratio	Objects from environment, paper/pencil	Concept, language, and notation for ratio
40319		Paper/pencil	Ratio can be expressed as a fraction
40320		Pegboard & pegs, paper/pencil	Ratios are equal if they are equivalent fractions
40321		Paper/pencil, objects from environment	Problem-solving using ratio
	Proportion		
40323		Metal inset material, powers of two	Concept, language, and notation for proportion
40324		Paper/pencil, objects from environment	Solving equations with proportion
40325		Paper/pencil	Cross multiplication
40326	Word problems	Paper/pencil, objects from environment	Word problems with ratio and proportion
	Introduction to algebra		
40329		Bead bars, number & operations tickets	Concept of an equation and balancing an equation using the laws of equivalence
40330		Bead bars, number & operations tickets	Order of operations
40331		Bead bars, number & operations tickets	Solving an equation for one unknown using the laws of inverse operations
40332		Bead bars, number & operations tickets	Solving for one unknown using more than one operation
40333		Paper/pencil	Solving equations having fractional coefficients
40334		Paper/pencil	Translating verbal problems into equations
40335		Paper/pencil	Solving for two unknowns when there is a pair of equations
40336		Paper/pencil	Solving for two unknowns
40337		Paper/pencil, prepared word problems	Algebraic word problems
40338			
	Graphing		
40340		Graph examples, paper/pencils	Introduce graphing (interpreting & constructing graphs)
40341		Graph paper/pencils	Types of graphs
40342			
	Statistics & probability		
40344		Graph paper/pencil	Introduce statistics
40345		Graph paper/pencil	Statistic concepts: range, median, mode, mean
40346		Bead bars, objects from the environment	Probability, estimation
	Word problems		
	Solving for distance, time, and speed		
40349		Group of children	Preliminary: run a race

Activity ID	Content Strand	Material	Presentations/Activities	
40351	Solving for principal, time, interest, and rate	Gold beads & word problem labels	Solving for time	
40352		Gold beads & word problem labels	Solving for speed	
40354			Preliminary: discuss banking	
40355		Gold beads & word problem labels	Solving for interest	
40356		Gold beads & word problem labels	Solving for rate	
40357		Gold beads & word problem labels	Solving for principal	
40358		Gold beads & word problem labels	Solving for time	
40359				
		Measurement		
40361			Objects from environment, e.G. Paperclips	Concept of measurement: non-standard unit of measurement for length
40362		Measuring tools	Concept of measurement: standard unit for measurement for length	
40363		Measuring tools	Introduction to the customary/english system	
	Metric system			
40365		Decimal board & handmade cards	Introduction to the metric system	
40366		Card material	Metric system abbreviations	
40367			Metric system conversions: how many smaller units are in a larger unit?	
40368			Metric system conversions: how many larger units are in a smaller unit?	
	Other measurements			
40370			Volume	
40371			Weight	
40372			Area	
40373			Temperature	
	Geometry			
	The history of geometry			
40377	Stories for geometry	Rope for the story (3-4-5)	The story of how geometry got its name	
40378			Thales of miletus	
40379			Pythagoras of croton	
40380			Plato of athens	
40381			Euclid of alexandria	
40382				
	Congruency, similarity, and equivalence			
40384		Red metal inset material	Concept, language, and notation for congruent geometric figures	
40385		Red metal inset material	Concept, language, and notation for similar geometric figures	
40386		Red metal inset material	Concept, language, and notation for equivalent geometric figures	
40387		Constructive triangles	Further investigation of congruent, similar, and equivalent figures using constructive triangles	
40388				
	Geometry nomenclature			
40390		Geometry nomenclature material	Introduction to the material	
40391		Geometry nomenclature material	Activity one	
40392		Geometry nomenclature material	Activity two	
40393		Geometry nomenclature material	Activity three	
40394		Geometry nomenclature material	Activity four	
40395				
	Lines			
40397		String	Types of lines	
40398		String/scissors/marker	Parts of a straight line	
40399		Box of geometry sticks	Positions of a straight line	
40400		Box of geometry sticks	Positions of two straight lines	
40401				
	Angles			
40403		Box of geometry sticks, right angle tool	Types of angles	
40404		Box of geometry sticks	Parts of an angle	
40405		Box of geometry sticks	Pairs of angles	

Activity ID	Content Strand	Material	Presentations Activities
40407			Story of the babylonians
40408		Montessori protractor	Measurement of an angle in degrees using the montessori protractor
40409		Standard protractor	Measurement of an angle in degrees using the standard protractor
40410			
	Polygons		
40412		Box of geometry sticks	Types of polygons, named by the number of sides
40413		Box of geometry sticks	Parts of a polygon
40414		Box of geometry sticks	Diagonals of a polygon related to the sum of interior angles of a polygon
40415		Box of geometry sticks	Regular and irregular polygons
40416		Box of geometry sticks	Parts of a regular polygon
40418	Triangles	Box of geometry sticks	Parts of a triangle
40419		Box of geometry sticks	Types of triangles according to sides
40420		Box of geometry sticks, right angle tool	Types of triangles according to angles
40421		Pythagorean plate	The story of pythagoras
40422		Box of geometry sticks	Types of triangles according to sides and angles
40424	Quadrilaterals	Box of geometry sticks	Types of quadrilaterals
40425		Box of geometry sticks	Parts of a quadrilateral
40426		Box of geometry sticks	Family tree of quadrilaterals
	Circles		
40429		Lg. Paper/box of sticks/pencils/string	Parts of a circle
40430		Insets of polygons/circle, ruler, paper/pencil	Circumference
40431		Box of sticks w/curved lines or circle	Positions of a circle and a straight line
40432		Box of sticks w/curved lines or circle	Position of two circumferences
	Equivalence with iron material		
40435		Red metal equivalence insets	Triangle equivalent to rectangle
40436		Red metal equivalence insets	Rhombus equivalent to rectangle
40437		Red metal equivalence insets	Trapezoid equivalent to rectangle
40438		Red metal equivalence insets	Decagon equivalent to rectangles i and ii
40439		Red metal equivalence insets	Equivalence of regular polygon to rectangle (example: pentagon)
	Area		
40442	Introduction to area	Yellow area material (w/grid lines)	Concept of measuring a surface with unit squares
40443		Yellow area material, rectangle	Concept of transforming a surface into a rectangle in order to measure area
40444		Yellow area material	Identifying base and height of rectangle, parallelogram, and triangles
	Deriving area formulas using yellow area material		
40446		Yellow area material, paper/pencil	Deriving the formula for the area of a rectangle
40447		Yellow area material, paper/pencil	Deriving the formula for the area of a parallelogram
40448		Yellow area material, paper/pencil	Deriving the formula for the area of a triangle
	Deriving area formulas using iron material		
40450		Red metal equivalence insets/iron material	Area of triangle
40451		Red metal equivalence insets/iron material	Area of rhombus
40452		Red metal equivalence insets/iron material	Area of trapezoid
40453		Red metal equivalence insets/iron material	Area of decagon: rectangle i
40454		Red metal equivalence insets/iron material	Area of decagon: rectangle ii

Activity ID	Content Strand	Material	Presentations/Activities
40458	Deriving area formulas using paper material	Prepared divided circles and rectangles	Area of circle
40461	Pythagorean theorem	Pythagorean plate i	Pythagorean theorem: plate i
40462	Equivalence with iron material	Pythagorean plate ii	Pythagorean theorem: plate ii
40463		Euclid's plate	Pythagorean theorem: plate iii (euclid's plate)
40466	Volume	2Cm and 1cm white cube material	Concept of volume
40467		Rectangular prism, volume material, a 2cm cube	Volume of right prism
40468		Solid and divided prism materials	Volume of right prisms with non-rectangular bases
40469		Hollow prisms and sand	Volume of square pyramid
40470		Geometric solids and sand	Solids of rotation
40471		Geometric solid cylinder, paper/pencil	Volume of a cylinder
40472		Geometric solid cone, paper/pencil	Volume of a cone
40473		Geometric solid sphere, paper/pencil	Volume of a sphere
40476	Surface area		
40477	Lateral and total surface area:	Geometric solids, paper/pencil	Rectangular prism
40479	Geometric design and construction		
40480	Geometric design	Metal insets	Metal inset techniques
40481		Metal insets and paper/pencils	Designing using the metal insets
40482		Ruler, paper/pencil	Techniques using a straight-edge or ruler
40483		Compass, paper/pencil	Techniques using a compass
40485	Geometric constructions	Geometry tools, paper/pencil	Designing geometric figures/ designing with a straight-edge and compass
40485	Geometric constructions	Straws/string, geometric solids, paper/pencil	Geometric constructions

Counting and Cardinality

Know number names and the count sequence.
 Count to tell the number of objects.
 Compare numbers.
 Understand addition as putting together and subtracting as taking apart and taking from.

Kindergarten
 Kindergarten
 Kindergarten
 Kindergarten

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

40041/40053 Golden Beads/Seals, Addition and Subtraction
 40051/40056 Golden Beads & Decimal Cards/Static Addition and Subtraction
 40053/40057 Large Bead Frames/Static Addition and Subtraction
 40044/40048 Stamp Games/Static Addition and Subtraction
 40015/40049 Stamp Game w/ square paper/printing using symbolic representation
 40051 Stamp Game with Squared Paper
 40054/40078 Word Problems Golden Beads Addition and Subtraction
 40055/40079 Bead Bar Addition and Subtraction
 40051 Stamp Game with Squared Paper
 40054/40078 Golden Beads/Addition and Subtraction Word Problems
 40055/40079 Bead Bar/Addition and Subtraction Word Problems

Golden Bead Material
 Large Bead Frame
 Stamp Game
 Stamp Game
 Golden Bead Material
 Bead Bar
 Symbol for operations and solving for the unknown in an equation
 Golden Bead Material
 Bead Bars
 Golden Bead Material
 Bead Bars

Attention should be given to some problems with missing addends. (8 to 10). Some problems that draw relating materials and subtractends. (10 - with number = 9)

Lessons should include a variety of ways to solve for the unknown and balance equations

Lessons should include a variety of ways to solve for the unknown and balance equations. Word problems should include the language "taking to, taking from, putting together, taking apart, and compare"

Acknowledge the Commutative and Associative Properties apparent in these lessons. Add vocabulary of "Unknown Quantity"

IMPORTANT: AMI math curriculum includes math problems beyond 20 and introduces both Static and Dynamic Addition and Subtraction. These concepts are presented early and supported by materials which include quantity and symbols. (40036, AMI7, 40048, 40049 for addition and 40070, 40071, 40072, 40073 for subtraction)

Represent and solve problems involving addition and subtraction

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: $(8 + 3) = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

40053 Snake Game Subtraction
 40091 Bead Chains
 40034/40044 Ropes of Skip Counting
 40048 Large Bead Frame
 40051/40081 Snake Game
 40059 Addition Strip Board
 40050 Addition Snake Game
 40081 Addition Strip Board
 40081 Subtraction Strip Board
 40082 Subtraction Finger Charts

Subtraction Snake Game
 Smart and Long Bead Chains
 Bead Bars
 Addition Strip Board and Finger Charts
 Subtraction Strip Board and Finger Charts

The intention of this standard is to help a child understand how to count up from the known quantity. If you add 5 and three, you begin with 5 and count up: "6, 7, 8"

These materials continue to support the concepts of relating number and unknown quantity found in algebra. Previous knowledge of decompositions of numbers with golden beads is needed. The purpose of this standard is for children to be able to create equivalent sums and for this they need to know that different added can create a sum to build tens for mental addition and subtraction

Use mental strategies to solve addition and subtraction problems within 20.

1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 3).

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number relating to ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

40059 Addition Strip Board
 40050 Addition Snake Game
 40081 Addition Strip Board
 40082 Subtraction Finger Charts
 40082 Subtraction Snake Game
 40047/40077 Large Bead Frame
 Introduction to Algebra
 40029 Concept of Equations and Balancing
 40030 Order of Operations
 40031 Solving Equations/Inverse Operations
 40033 Solving Equations/More than One Operation
 40051/40081 Snake Game
 40059 Addition Strip Board
 40050 Addition Snake Game
 40081 Addition Strip Board
 40082 Subtraction Finger Charts
 40082 Subtraction Snake Game
 40047/40077 Large Bead Frame

Subtraction Snake Game
 Smart and Long Bead Chains
 Bead Bars
 Addition Strip Board and Finger Charts
 Subtraction Strip Board and Finger Charts
 Addition Strip Board and Finger Charts
 Bead Bars
 Golden Beads
 Large and Small Bead Frame
 Boxes of tickets with equations and answers for all four operations

For first grade, the concept of balance can be easily shown as a child weighs objects on a balance scale, apply language, number and symbols to the relationships seen

Flash cards can help here as well

Work with addition and subtraction equations

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 7$, $6 = 7 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

40059 Addition Strip Board
 40050 Addition Snake Game
 40081 Addition Strip Board
 40082 Subtraction Finger Charts
 40082 Subtraction Snake Game
 40047/40077 Large Bead Frame
 Introduction to Algebra
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 40030 Order of Operations
 40031 Solving Equations/Inverse Operations
 40033 Solving Equations/More than One Operation
 40051/40081 Snake Game
 40059 Addition Strip Board
 40050 Addition Snake Game
 40081 Addition Strip Board
 40082 Subtraction Finger Charts
 40082 Subtraction Snake Game
 40047/40077 Large Bead Frame

Bead Bars and Cards
 Snake Game
 Addition and Subtraction Strip Boards
 Addition and Subtraction Finger Charts
 Number Cards and Symbols

Emphasize the missing addend or subtractend in a variety of ways

CLASS STANDARDS	REFLECTION ACTIVITIES	RESOURCES MATERIALS	COMMENTS
2.OA.C.1. Determine whether a group of objects (up to 20) has an odd or even number of members. e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	4087 Golden Bead/units. To Multiplication 4088 Concept of Simple Multiplication 4091 Skip Counting	Cards and counters	The concept of odd and even would have been practiced in the primary, but this material could be borrowed for a review to elementary
2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	40107 Introduction of Checkerboard 40108 Multiplication by a One-Digit Multiplier 40109 Multiplication by a Multi-Digit Multiplier (Using Bead Bars, No Facts)	Bead bars/number tickets Checkerboard	Graph the multiplication equation on graph paper to visually see the array
3.OA.A.1. Interpret products of whole numbers. e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	4089 Decanomial word bars	Bead bar box (decanomial)	Emphasize on additional language as extension. Array. Graph the array on graph paper so that the child can visually see the array
3.OA.A.2. Interpret whole-number quotients of whole numbers. e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	4051 Stamp Game with Equal Paper 40134 Rucks and Tubes/Divided by a One-Digit Divisor	Stamp game Rucks and tubes	Remember to use CCSS language as it applies to work in division (divisor, dividend, quotient)
3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	40131 Multiplication Word Problems 40108 Multiplication by a One-Digit Multiplier 40143 Division Word Problems 40143 E. Area Work	Finger charts Decanomial	Practicing with instruments of measurement (metric and non-metric), probing, getting the concept and practice measuring perimeter, area, and practice with bead bars and oral word problems would do help with this student
3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 \times 7 = \square$, $6 \times 6 = \square$.	4085 Commutative Law of Addition 4087 Associative Property of Addition 4088 Commutative Law of Multiplication 4089-40104 Distributive Law of Multiplication and Associative Laws	Materials for commutative, distributive and associative properties	All three laws are inherent in this objective.
3.OA.B.5. Apply properties of operations as strategies to multiply and divide. Example: If $6 \times 4 = 24$ is known, then $3 \times 8 = 24$ is also known. (Commutative property of multiplication.) $7 \times 3 = 21$ can be found. (Commutative property of multiplication.) $3 \times 3 \times 3 = 27$ can be found. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$, a student can find $8 \times 6 = 48$ by adding another 8. (Distributive property.)	40110 Checkerboard and Bead Bars (Multi-Digit Multiplication, some facts) 40111 Checkerboard (Multi-Digit Multiplication, recording final product) 40112-40113 Checkerboard	Materials for checkerboard	Practice inverse number operations
3.OA.B.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	4030 Order of Operations 4031 Solving an Equation for One Unknown Using the Laws of Inverse Operations 4037 Algebraic Word Problems 4086 Commutative Law of Addition	Bead bars Box of operation symbols and number cards Algebra materials	AMI curriculum creates problems in categories of verbs, tens, hundreds, thousands, no millions. Problems are not confined within 100. Emphasize and practice the concept of fact families, and written and oral story problems to show the relationship of multiplication and division.
3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Previously presented Measurement materials are applicable to these concepts.	Golden beads	Concepts covered in Measurement Math Curriculum can support additional problems. For example Rounding of using Golden Bead. Strengthen concept of estimating while using large bead frame, checkered board, rucks and tubes, stamp game for problems in all four operations. Practice with oral and written word problems. Translate verbal problems into equations.
3.OA.D.8. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Previously presented Measurement materials are applicable to these concepts.		Create oral and written word problems as extension to the concepts learned with Measurement materials.
4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Previously presented Measurement materials are applicable to these concepts.		AMI Grade responsible to create extensions to previously presented Measurement materials
4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Distinguishing multiplicative comparison from additive comparison.	Previously presented Measurement materials are applicable to these concepts.		Help the child to look at various ways to see the operations, using number/remainder etc. For example: when using rucks and tubes, help the child analyze the relationship of the physical remainder left in the bowl(s) with the equation written with the remainder.
4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess for reasonableness of answers using mental computation and estimation strategies including rounding.	Previously presented Measurement materials are applicable to these concepts.		

Generally, the most use mathematical language from the beginning so that the children understand and use comfortable language. It is an integral part of any math presentation. AMI paid attention to that can use the language inherent in the Mathematical Model. Connections and Interactions naturally so when children encounter it in the CCSS, it is very familiar to them.

Emphasize the symbols used in Algebraic expressions: parentheses, brackets, equal signs, exponents, etc. Stress also the ideas of Order of Operations. Increase increasing use of the Distributive, Commutative, Associative properties that are part of the sequencing of Numerical, commensurable, quadrinomials and polynomials. Existed understanding into the further exploration of Order of Operations found in derived formulas.

Bring the awareness of this simple concept may be comparatively easy as children already know how to graph paper. For example: children are already familiar with using graph paper when graphing a Cartesian coordinate system, or when they find the square root of a number and represent that on graph paper. Using the graph paper as a number line would be easy.

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Gain familiarity with factors and multiples.

Generate and analyze patterns.

Write and interpret numerical expressions.

Analyze patterns and relationships.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

- 4.OA.B.4. Find all factor pairs for a whole number in the range 1-100. Explain why the whole number is a multiple of each of its factors. Determine whether a given number is prime or composite.
- 4.OA.C.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
- 5.OA.A.1. Use parentheses, brackets, or exponents in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (1893 + 921)$ is three times as large as $1893 + 921$, without having to calculate the indicated sum or product.
- 5.OA.B.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

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Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Work with numbers 11-19 to gain foundations for place value.

Extend the counting sequence.

Understand place value.

Understand place value.

2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 8×10 , 5×60) using strategies based on place value and properties of operations.

4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number; and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

40384 Concept: Language and Notation for Congruent Geometric Figures

40385 Concept: Language and Notation for Similar Geometric Figures

40386 Concept: Language and Notation for Equivalent Geometric Figures

40389 Association of Symbol and Quantity 1, 10, 100, 1000

40043 Static Addition (no carrying)

40044 Static Addition (no carrying)

40045 Static Addition with recording

40046 Dynamic Addition (w/carrying)

40065 Concept of Static Subtraction with whole numbers

40066 Static Subtraction (no borrowing)

40147 Further Investigation of Multiples Using Bead Bars (One- and Two-Digit Numbers)

40149 Calculation of Multiples Using Table A and Table B (Linear & Skip Counting)

40035 Linear and Skip Counting

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40049 Dynamic Addition (w/carrying)

40073 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

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40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

C

C

C

C

C

C

C

C

C

C

C

C

C

C

C

Red metal discs material
Golden bead material
Decimal cards

Large bead frame
Stamp game

Bead bars
Tables A & B
Pencil

Golden beads & decimal cards
Large bead frame
Stamp game

Large bead frame

Large bead frame
Stamp game w/paper
Pencil

Large bead frame
Stamp game w/paper
Pencil

Large bead frame

Bead bar material
Pencil/paper

Small bead frame
Large bead frame
501 & 501 paper

Stamp game w/paper
Large bead frame
Pencil

Bead bars

Large bead frame
Stamp game with paper

Large bead frame
W/paper
Pencil

Graph paper
Colored pencils
Ruler
Yellow area material (w/gray lines)

Item ID	Item Description	Item Code	Item Category
40137	Geometric Form of Multiplication	C	Geometry
40020	Expanded Notation/Decomposing numbers	C	Arithmetic
40134	Concept, Language, and Notation for Congruent Geometric Figures	C	Geometry
40135	Concept, Language, and Notation for Similar Geometric Figures	C	Geometry
40136	Concept, Language, and Notation for Equivalent Geometric Figures	C	Geometry
40009	Association of Symbol & Quantity 1, 10, 100, 1000	C	Arithmetic
40020	Expanded Notation/Decomposing numbers	C	Arithmetic
40197	Decimals: Quantity and Language	C	Arithmetic
40198	Decimals: Symbol	C	Arithmetic
40199	Decimals: Formation and Reading	C	Arithmetic
40199	Decimals: Formation and Reading	C	Arithmetic
40111	Multiplication by a Multi-Digit Multiplier (Using All Facts According Problem and Final Product)	C	Arithmetic
40197	Decimals: Quantity and Language	C	Arithmetic
40198	Decimals: Symbol	C	Arithmetic
40199	Decimals: Formation and Reading	C	Arithmetic
40199	Decimals: Formation and Reading	C	Arithmetic
40117	Decimals: Quantity and Language	C	Arithmetic
40198	Decimals: Symbol	C	Arithmetic
40199	Decimals: Formation and Reading	C	Arithmetic
40129	Conventional Multiplication Fact Formulation	C	Arithmetic
40130	Traditional Multiplication Algorithm	C	Arithmetic
40135	Division by a Multi-Digit Divisor	C	Arithmetic
40136	Recording Intermediate Remainders, Quotient, and Remainder	C	Arithmetic
40137	Recording What has been used, Intermediate Remainders, Quotient, and Remainder	C	Arithmetic
40133	Measuring Length by a Multi-Digit Multiplier (Using Facts According Problem, Partial Products, and Final Product)	C	Measurement
40127	Geometric Form of Multiplication	C	Geometry
40201	Addition and Subtraction using the Decimal Form	C	Arithmetic
40203	Multiplication by a Unit Multiplier	C	Arithmetic
40206	Multiplication by a Fraction Using the Decimal Checkerboard	C	Arithmetic
40207	Category Multiplication in the Decimal System (Whole and Decimal Numbers, Using Tent Squares)	C	Arithmetic
40208	Multiplication of a Fraction by a Fraction Using the Decimal Board	C	Arithmetic
40211	Division by a Mixed Number or by a Decimal Number	C	Arithmetic
40212	Algorithm for Division of Decimals	C	Arithmetic
40361	Concept of Measurement: non-standard unit of measurement for length	C	Measurement
40442	Concept of measuring a surface with unit squares	C	Measurement
40361	Concept of Measurement: non-standard unit of measurement for length	C	Measurement
40442	Concept of measuring a surface with unit squares	C	Measurement

4.NF.A.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 = 70 × 10 by applying concept of place value and division.

4.NF.A.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NF.A.3. Use place value understanding to round multi-digit whole numbers to any place.

5.NF.A.1. Recognize that in a multi-digit number, a digit in one place represents ten times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NF.A.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NF.A.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.391 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 1 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NF.A.4. Use place value understanding to round decimals to any place.

5.NF.B.3. Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NF.B.6. Find whole-number quotients of whole numbers with up to two-digit divisors and two-digit divisors, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NF.B.7. Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NF.D.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

5.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

US DOMAINS	COMMON CORE STATE STANDARDS	EFFICIENT ACTIVITIES	EMPOWERING MATERIALS	COMMON CORE STATE STANDARDS
Solve problems involving measurement and estimation (fluid/volume, time, liquid volume, and mass of objects).	4.MD.A.1 Tell and write times to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	40044-40053 Addition Word Problems, problem solving	Golden beads Base ten blocks Word problems involving time	C
	4.MD.A.2 Measure and estimate liquid volume and masses of objects using standard units of mass (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using a balance (such as a beaker with a measurement scale) to represent the problem.	40370 Volume 40371 Weight 40372 Area	40370 Volume 40371 Weight 40372 Area	Objects in the environment Pint balance Measuring cups, beakers, graduated cylinders, etc.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	4.MD.C.5 Recognize area as an attribute of plane figures and understand conceptual area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	40413 Measuring Surface w/Unit Squ 40414 Transforming Surface to Rectangle to Measure Area	Yellow area material (w/ grid lines) Yellow area material, rectangle	C
	4.MD.C.6 Measure area by counting unit squares (square cm, square m, square ft, and improvised units).	40443 Measuring Surface w/Unit Squ	Yellow area material (w/ grid lines)	C
Geometric measurement: understand concepts of perimeter and relate perimeter to the sum of side lengths.	4.MD.D.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 lb is 16 times as long as 1 oz. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	40446 Identifying Inch 40447-40448 Formulas for Perimeter and Triangle 40450-40453 Area of Triangle, Rhombus, Trapezoid, Decagon and Regular Polygon like Postage	Yellow area material Yellow area material, paper/pencil Yellow area material, paper/pencil Red metal spirit-leveler measurement material	C
	4.MD.D.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	40416 Parts of a Regular Polygon 40443 Transforming Surface to Rectangle	Box of geometry sticks Yellow area material (w/ grid lines) Yellow area material, rectangle	Box of geometry sticks Yellow area material (w/ grid lines) Yellow area material, rectangle
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 lb is 16 times as long as 1 oz. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	40361 Non-Standard Unit for Length 40362 Standard Unit for Length 40363 Intro to Customary English Syst 40364 Intro to Metric System 40366-40368 Metric Syst Conversions	Objects from the environment Measuring tools Measuring tools Decimal board & handmade cards Card material	F
	4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	40349 Preliminary Run & Race 40350-40353 Solving Dist, Time, Speed 40354-40358 Spring for Different Units, Principles, Ther 40370-40373 Volume, Weight, Area, Temperature	40349 Preliminary Run & Race 40350-40353 Solving Dist, Time, Speed 40354-40358 Spring for Different Units, Principles, Ther 40370-40373 Volume, Weight, Area, Temperature	Group of children Card boards & word problem labels Graph examples, paper/pencils Golden beads & word problem labels
Geometric measurement: understand concepts of angle and measure angles.	4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by dividing the area formula by a multiplication equation with an unknown factor.	40334 Truss Vertical Probe to Explanations 40337 Algebraic Word Problems 40331-40333 Solving for One Unknown	Paper/pencil Base ten blocks, number/operations tickets	C
	4.MD.C.2 Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint. Understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays by measuring the fraction of the circumference between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	40403 Types of Angles 40404 Parts of an Angle	Box of geometry sticks, right angle tool Box of geometry sticks	Box of geometry sticks, right angle tool Box of geometry sticks
Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees	Measurement protractor Standard protractor	C
	4.MD.C.7 Recognize angle measure as additive. When an angle is divided into two non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems e.g., by using an equation with a symbol for the unknown angle measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees 40406 Angles Use by a Theorem	Measurement protractor Standard protractor Box of geometry sticks Box of geometry sticks	Measurement protractor Standard protractor Box of geometry sticks Box of geometry sticks

Convert like measurement units within a given measurement system.

3.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 50 mm), and use these conversions in solving multi-step, real-world problems.

3.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. A solid figure which can be packed without gaps or overlaps using a unit cube is said to have a volume of a cubic unit.

3.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.

3.MD.C.5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes. b. Apply the formulas $V = lwh$ and $V = bh$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. h. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying the technique to solve real-world problems.

Kindergarten

Kindergarten

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Analyze, compare, create, and compose shapes.

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

4Q367 Conversions Small to Large Unit

4Q368 Conversions Large to Small Unit

4Q466 Concept of Volume

4Q466 Concept of Volume

4Q467 Volume of Right Prism

4Q468 Right Prism w/Non-Rec Bases

4Q390 Introduction to the Material

4Q391 Activity One

4Q392 Activity Two

4Q393 Activity Three

4Q394 Activity Four

4Q411 Types of Polygons, Named by the Number of Sides

4Q479 Metal Inset Technique

4Q480 Designing Using the Metal Insets 4Q481

Techniques Using a Straight Edge or Ruler

4Q482 Techniques Using a Compass

4Q483 Designing Geometric Figures/ Designing with a Straight Edge and Compass

4Q173 Fractions Quantity and Language

4Q174 Fractions Symbol, Notation, Further Language

4Q175 Fractions Symbol, Notation, Further Language

4Q176 Equivalence Sentences

4Q390 Introduction to the Geometry Nomenclature

Material

4Q391 Activity One

4Q392 Activity Two

4Q393 Activity Three

4Q394 Activity Four

4Q412 Types of Polygons, Named by the Number of Sides

4Q415 Regular and Irregular Polygons

4Q438 Types of Quadrilaterals

4Q442 Concept of Measuring a Surface with Unit Squares

4Q173 Fractions Quantity and Language

4Q174 Fractions Symbol, Notation, Further Language

4Q175 Fractions Other Representations

4Q176 Equivalence Sentences

4Q421 Types of Quadrilaterals

4Q423 Parts of a Quadrilateral

4Q426 Family Tree of Quadrilaterals

C

C

C

C

C

C

C

C

C

C

C

2Cm and 1cm white cube material

2Cm and 1cm white cube material

Rectangular prism, volume material, a 2cm cube
Solid and divided prism material

Geometry nomenclature material
Box of geometry sticks
Right angle tool

Metal insets
Ruler
Compass
Geometry tools
Straightedge
Geometric solids

Red metal fraction insets
Labels

Geometry nomenclature material
Box of geometry sticks
Right angle tool

Yellow area material

Red metal fraction insets

Box of geometry sticks
Right angle tool

Mapped AMI activities also cover Volume of Square Pyramid, Solids of Rotation, Volume of a Cylinder, Volume of a Cone and Volume of a Sphere

G. Geometry

Reason with shapes and their attributes.

GRADE 5	COMMON CORE STATE STANDARDS for MATHEMATICS	OPERATIONS AND ALGEBRA	OPERATIONS AND ALGEBRA	OPERATIONS AND ALGEBRA	OPERATIONS AND ALGEBRA	OPERATIONS AND ALGEBRA	OPERATIONS AND ALGEBRA
	3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		40173 Fractions: Quantity and Language 40174 Fractions: Symbol, Notation, Further Language 40175 Fractions: Other Representations 40176 Equivalence: Scenarios				
	4.G.A.1. Draw points, lines, line segments, rays (right, acute, obtuse), and perpendicular and parallel lines. Identify them in two-dimensional figures.		40199 Positions of a Straight Line 40200 Positions of Two Straight Lines 40201 Types of Angles 40204 Parts of an Angle 40220 Types of Triangles According to Angles				
	4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		40202 Types of Triangles According to Angles				
	4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		40203 Types of Triangles According to Angles				
Draw and identify line and angles, and classify shapes by properties of their lines and angles.			40204 Parts of an Angle 40220 Types of Triangles According to Angles				
Graph points on the coordinate plane to solve real-world and mathematical problems.			40205 Types of Triangles According to Angles				
	5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinates).		40206 Types of Triangles According to Angles				
	5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinates values of points in the context of the situation. Classify two-dimensional figures (two categories) based on their properties.		40207 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		40208 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
Classify two-dimensional figures into categories based on their properties.			40209 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.		40210 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		40211 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.A.2. 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, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		40212 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
Solve real-world and mathematical problems involving area, surface area, and volume.			40213 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		40214 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the net to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		40215 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles				
	5.NF.A.1. Understand a fraction $\frac{a}{b}$ as the quantity formed by a parts when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		40173 Fractions: Quantity and Language 40174 Fractions: Symbol, Notation, Further Language 40175 Fractions: Other Representations 40176 Equivalence: Scenarios				
Develop understanding of fractions as numbers			40177 Fractions: Quantity and Language 40178 Fractions: Symbol, Notation, Further Language 40179 Fractions: Other Representations				

4.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram, a. Represent a fraction $\frac{1}{b}$ on a number line diagram by dividing the interval from 0 to 1 into b equal parts and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part labeled a locates the number $\frac{a}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

4.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions for reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{3} = \frac{2}{6}$, $\frac{1}{4} = \frac{2}{8}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $\frac{3}{1}$; recognize that $\frac{4}{4} = 1$, because $\frac{4}{4}$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.A.4. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{c}{d}$ ($\frac{a}{b} = \frac{c}{d}$) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use the this principle to recognize and generate equivalent fractions.

4.NF.A.5. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.B.1. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Examples: $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$, $\frac{3}{4} = \frac{1}{4} + \frac{2}{4}$, $\frac{4}{4} = \frac{1}{4} + \frac{3}{4}$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $5 \times \frac{1}{4}$ as the number $\frac{5}{4}$. b. Understand a multiple of $\frac{1}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to represent $3 \times \frac{2}{5}$ as $\frac{6}{5}$. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Develop understanding of fractions as numbers

Extend understanding of fraction equivalence and ordering

Use and Operations-- Fractions

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

40176 Equivalent: Semioral

40174 Equivalent: Semioral

40176 Equivalent: Semioral

40179 Simple Addition (Denominators Common, Reduction)

40184 Simple Multiplication (by Single-Digit Whole Number, Reduction)

Concepts of fractions as number line are not covered, although the same concepts are developed in the context of applied problems in the Fraction Inserts AMI lesson not numbered: "Fractions as Parts of a Set" (HMTT, 2011)

AMI lesson not numbered: "Nomenclature for Equivalence" (HMTT, 2011) completes equivalence table

AMI work starts earlier, e.g. 1-2, this is an extension of "repeated essential practice" of the students

Related lessons might be: 40119 Ratio can be Expressed as a Fraction, 40220 Ratios are Equal if They are Equivalent Fractions

5.NF.A.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{5} + \frac{1}{2} = \frac{4}{10} + \frac{5}{10} = \frac{9}{10}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

Use operations fractions as a strategy to add and subtract fractions.

5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

5.NF.B.3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. (If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?)

5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q , into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{5}) \times 3$. b. $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find area of rectangles, and represent fraction products as rectangular area.

5.NF.B.5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{c}{d}$ to $(\frac{a}{b}) \times (\frac{c}{d})$ to the effect of multiplying $\frac{c}{d}$ by 1.

5.NF.B.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7. Apply and extend previous understandings of division to divide and fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general, can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, the division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$. c. Solve real world problems involving division of whole numbers by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ cups servings are in $\frac{2}{3}$ cups of raisins?

- 40183 Addition/Subtraction: Unknown Denominators
Decomposition Using Transparencies
- 40184 Addition Using Transparencies
- Decomposition by Multiplying the Denominators
- 40189 Addition/Subtraction: Unknown Denominators
Finding the Numerators by Adding or Subtracting Fractions
- 40191 Addition/Subtraction: Finding the Least Common Denominator (LCD)
- 40193 Addition/Subtraction: Finding a Common Denominator Using Graph Paper
- 40194 Naming, Reducing a Fraction, Arithmeticity

Fraction insets and paper tickets
Base of fraction pieces
Transparencies prepared with fraction lines
Graph paper

C

40195 Applications with Fractions

This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems

F

Fraction insets and paper tickets
Large stickers

C

40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)

Fraction insets
Paper tickets
Box of fraction pieces

F

"AMI lesson not numbered: "Multiplication Using Graph Paper" (HMTL 2013)
AMI does not directly map publication of fractions to area, except loosely, in using graph paper to find common denominators"

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

40184 Multiplication by a Fraction Less than One
40183 Simple Multiplication (by Single-Digit Whole Number, Reduction)

Fraction insets
Paper tickets
Box of fraction pieces

C

This is an outcome of repeated practice of working problems. If the child does not come to this realization a separate discussion may occur guiding the child through the materials.

40192 Abstraction of the Rules for Operations with Fractions
40193 Applications with Fractions

Fraction insets and paper tickets
Large stickers
Pencil/paper

C

This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems

40195 Division by a Fraction Less than One (Measurement/Concept)
40196 Division by a Fraction Less than One (Partitive/Strategy)

Fraction insets and paper tickets
Large stickers
Pencil/paper

C

8.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.

8.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "subtract y from 5" as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors, two ($8 + 7$) as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with side of length $s = \frac{1}{2}$.

8.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + 6)$ to produce the equivalent expression $6 + 18$; apply the commutative property to the expression $4x + 3y$ to produce the equivalent expression $3y + 4x$; apply properties of operations to $y + 3 + y$ to produce the equivalent expression $2y + 3$.

8.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + 3 + y$ and $2y + 3$ are equivalent because they name the same number regardless of which number y stands for.

8.NS.C.1. Understand and use rational numbers on a number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

8.NS.C.2. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, writes $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express that -3°C is warmer than -7°C . c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-\$30$ dollars, write $| -30 | = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-\$30$ dollars represents a debt greater than 30 dollars.

8.NS.C.3. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distance between points with the same first coordinates or the same second coordinates.

8.EE.A.5. Apply and extend previous understandings of arithmetic to algebraic expressions.

8.EE.A.6. Apply and extend previous understandings of arithmetic to algebraic expressions.

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8.EE.A.6. Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.B.3. Understand solving an equation or inequality as a process of converting a statement which values from a specified set, if any, make the equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $ax + b = c$ and $mx + y = z$ for cases in which a, c and z are all nonnegative rational numbers.

6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.C.5. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equations. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distance and time, and write the equation $d = 65t$ to represent the relationship between distance and time.

6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Reason about and solve one-variable equations and inequalities.

Represent and analyze quantitative relationships between dependent and independent variables.

Develop understanding of statistical variability.

Statistics and Probability

Summarize and describe distributions.

Introduce use of a number line and bar graphs. Idea of a pan balance in relation to balancing an equation. Venn Diagrams. Equation vs. Inequality.

Need to introduce the use of tables. Previous knowledge of addition, subtraction, multiplication, and division.

Bar models. Word problems would need to be specific for these situations.

Word problems would need to be written specifically for these.

Word problems would need to be written specifically for these.

C

C

C

P

P

X

X

X

P

Parts (A) and (B) are practiced during science experiments and field work. Parts (c) and (D) are not covered.

P

Paper, pencil, and ruler.

Paper, pencil, and ruler. word problems.

Pencil and paper, and prepared problems.

Pencil and paper, and prepared problems.

Graph examples, paper and pencil, ruler. Golden beads and word problem books.

Introduction to Algebra 40339, 40330, 40331, 40332

Introduction to Algebra 40339, 40330, 40331, 40332
40337 Algebraic Word Problems

40337 Algebraic Word Problems

40337 Algebraic Word Problems

40340 Introduce Graphing
40341 Types of Graphs
Word Problems Solving for Distance, Time, and Speed
40339, 40330, 40331, 40332

40341 Types of Graphs



November 6, 2018

RMCS Charter Renewal

Re: OAUSD Suggested Appendices
Transitional Assessment & Accountability Plan

Please note that as this is not a plan type that is neither familiar to Superintendent Conte (discussed August 20, 2018) nor to RMCS, and is not defined in the OAUSD Renewal Protocol, applicable state law, or by District staff, it is not included in the RMCS submitted OAUSD “suggested” list of appendices.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
River Montessori Charter School	Kelly Griffith Mannion, M.Ed. Executive Director & Superintendent	kmannion@rivermontessoricharter.org 707.778.6414

2018-19 Plan Summary

The Story

Describe the students and community and how the LEA serves them.



RMCS is a fully non-profit and independent organization proudly serving a beautiful and diverse population of children from Transitional Kindergarten - Sixth Grade with a free and public Montessori education. Montessori values academic achievement through the development of the individual in specialized and prepared classrooms which meet independence, personal development, and social emotional growth with hands-on learning materials, collaborative interactions among students, and a peaceful environment where each student develops respect for oneself as well as others.

Our LEA serves our students through partnership among students, Montessori teachers, and families with a shared commitment and purpose to the RMCS core values, vision, and mission:

Our mission at River Montessori Charter School is to provide students with a learning culture grounded in Montessori philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Our vision at RMCS is to create a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.

Our Core Values are...

Collaboration: Working together, respecting others, and maintaining a global perspective enlighten students, teachers, families, and the larger community.

Academic Excellence: A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially, and provides each student with the freedom to progress at their own developmental level and pace.

Individuality: The limitless potential of every child contributes to the strength and diversity of our school community.

Community: Shared experiences foster lifelong commitment to social responsibility.

Respect: Uncompromising responsibility for self, others, and the environment is critical to overall success.

Educating For Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

An education capable of saving humanity is no small undertaking; it involves the personal development of man, the enhancement of his value as an individual, and the preparation of young people to understand the times in which they live.

Dr. Maria Montessori, *Education and Peace*, 1943

Thank you! The RMCS Faculty, Administration, and Board of Directors express sincerest gratitude for the commitment and support of Montessori Education and collaboration of our community members! The purpose of education in creating a more peaceful world is a lofty and guiding goal as we assist our students in understanding themselves as individuals with unique and meaningful gifts to develop, refine, and contribute to a greater good through their own individual efforts and talents

Questions? An LCAP provides required information through a standardized template and does not reflect all of the work at RMCS to serve students and community. Please feel free to contact our Executive Director & Superintendent, 707.778.6414, so we can better understand your experience and perspective and continue the synergistic work of our dynamic school community. Written comments, questions, and concerns may also be submitted at any time to admin@rivermontessoricharter.org.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In collaboration, RMCS stakeholders, including students, Montessori Guides, families, and the board of directors have determined the following goals for 2018-19 school year:

Goal 1: Promote Academic Excellence through Montessori Methodology

Goal 2: Develop Attributes of Successful Learners in an Authentic Montessori School, and

Goal 3: Strengthen Montessori School-Family Communication & Partnership

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

CAASPP growth for Fifth and Sixth year students increased 20% and 14% respectively. This is affirming in that the Montessori model is structured on a three-year culminating cycle of learning, with students who complete the cycle as mastering and cementing their learning both academically and personally. Third-year students who have been with RMCS for the three-year cycle of lower elementary and/or began in Transitional Kindergarten/Kindergarten demonstrated good achievement for their first year of CAASPP with 61% met or exceeded in ELA and 30% met or exceeded in Math.

As Montessori is based on individualized learning and growth, we note that individual students within subgroups of EL and Special Ed demonstrate significant progress in achievement based on CAASPP scores and local measures within their Fourth, Fifth, and Sixth year in ELA and Math as indicated by a 29% increase for EL and 50% increase for Special Education.

Evaluation of *Attributes of Successful Learners* demonstrates that most students made progress in the areas of Cognitive Understanding & Thinking Skills, Confidence & Competence, Independence, Autonomy, Intrinsic Motivation, Ability to Manage External Authority, Social Responsibility, and Stewardship & Good Citizenship.

Student Satisfaction surveys indicate that our children find their school peaceful, fellow students as kind, and that they enjoy options for support when needed. Students rated their Montessori teachers as highly peaceful, calm, kind, and helpful.

Parent Satisfaction in how we are serving students is high and affirms the work of supporting students in their learning through a developmental and holistic approach to education. High family participation in Parent University, Community Conversation Meetings, and community events.

Hispanic Family Gatherings and participation were increased with facilitation and personalized communication within the Hispanic Community by native speakers and Hispanic community leaders.

Faculty collaboration provided much support to each member as individual teachers, level teams, and for the group as a whole in serving students. Much thoughtful work was implemented in the scope and sequence of curriculum and with students who struggle academically or behaviorally.

Implementation of social-emotional strategies were implemented with guides, and staff and practiced daily with students within the school setting. Restorative practices and peace-talks are the norm for students and staff to resolve uncomfortable situations and disagreements. An ongoing partnership with a cognitive behavior therapy organization has been established to support guides, parents, and students with developing positive responses to uncomfortable emotions and situations. This served well during the confusing nature of the Sonoma County fires and consequent upset and reverberating effects for children and families.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Despite some gains for groups and individual students, 2017 performance indicators for suspension rate, ELA, and Math, were in the orange zone and already have strategies incorporated into the LCAP to be implemented in the daily learning experience and practices at school. It is worth noting that for small school populations at each level and demographic group, percentages are greatly impacted by an individual score and can reflect lower overall school achievement percentages and testing results.

Areas of improvement in CAASPP include math written responses, the articulation of critical thinking in a written format, and drafting thoughts and writing on the computer directly.

Per our local measures, in the following year, RMCS will focus on attendance and academics with individualized, consistent support for those who are struggling and or underperforming, more specifically in math for Fourth- and Fifth-year students, including new materials designed to cross-develop skills and ensure exposure to CAASPP/Common Core language and consistent practice of concepts.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The EL and Special Education subgroups will receive direct instruction and application practice related to articulation of critical thinking and written expression to increase their skills in demonstrating their understanding of ELA and Math concepts.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

New materials and additional lessons for all students, including Low Income (LI), English Learners (EL), and Foster Youth (FY) students, not at level; Daily reading, language, and math skills and application practice; and on-line computer practice, assessments, and tracking in math, language, and science.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 1,772,632

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 1,772,632

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All general funds will be spent on LCAP goals.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 1,452,811

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Promote Academic Excellence through Montessori Methodology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected

Actual

Using local indicators and self- reflection tools, the progress of individual students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.

RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and Board of Directors.

RMCS began a long-term tracking of individual students electronically with nationally-normed universal assessments in 2017-18. Individual students have measurable achievement with local measures and will be continuously observed, monitored, and supported to continue progress and growth in meeting individual potential. Student Services Coordinator provides assessment reports and speaks to concerns of faculty and the Board of Directors as necessary.

Compare ELPAC with CELDT to determine new understanding and baselines and report to RMCS community and governing Board of Directors.

The CDE posted in June 2018 a guide that corresponds to the 2017-18 ELPAC Student Score Report indicating not to compare results of the ELPAC with CELDT "because the ELPAC measures new English-language development standards, ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT)."

The results of the 2017-18 ELPAC indicate that our EL population demonstrate strengths in the areas of speaking, listening, and reading. The area of growth is in writing which is an area the school will focus on for all students.

Expected

Actual

Increased number of guides will attend more than one professional development/training and/or formally share their learning with faculty	An increased number of guides attended more than one professional development training/workshop and/or shared their learning with colleagues.
Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies measured and reported to RMCS community and governing Board of Directors.	Zero misassignments. Teacher vacancies were reported to the community and Board of Directors and students/classrooms were supported with appropriately credentialed teachers.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Using local indicators and self- reflection tools, the progress of individual students, including EL and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.</p> <p>RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and governing Board of Directors.</p>	<p>Local indicators and self- reflection tools, were utilized to assess the progress of individual students, including EL, LI, and Foster youth, on average, continuously enrolled for Montessori three-year cycles at RMCS beginning in the TK/K, including those in numerically significant subgroups, will be measured and reported to the RMCS community of stakeholders and Board of Directors.</p> <p>RMCS annually measures and reports progress in implementing state academic standards to the RMCS community and governing Board of Directors.</p>	<p>\$1,127 6500 obc 1900</p>	<p>\$1,217</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Compare ELPAC with CELDT to determine new understanding and baselines and report to RMCS community and governing Board of Directors.	ELPAC with CELDT comparisons made to determine new understanding and baselines and report to RMCS community and governing Board of Directors.	\$1217 6500 obc 1900	\$1,217

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased number of guides will attend more than one professional development/training and/or formally share their learning with faculty.	Increased number of guides attended more than one professional development/training and/or formally share their learning with faculty.	\$17725 0000 obc 5201 & 5202	\$2,946

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies measured and reported to RMCS community and Board of Directors.	Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and teacher vacancies were measured and reported to RMCS community and Board of Directors.	\$35100 0000 obc 2300	\$35,100

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implemented as expected, see *Actuals Actions/Services* above.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Initial baselines and data tracking began and set a foundation for progress, growth, and consistent measurement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to changing and competing local priorities as determined by the public and transparent work of the RMCS finance committee and Board of Directors, training funds were reallocated and Training and Professional development was performed in-house by the Executive Director & Superintendent. The ED met with weekly with Guides to develop their teaching and performance outcome. Additionally, a two day training was conducted for the teacher's assistants by the ED. The ED's salary is a different object code than 5201 and 5202.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Emphasis on articulation of critical thinking through the writing process for ELA and Math will be a focus for EL and Special Education subgroups. Online tracking and assessments, new Common Core/CAASPP aligned materials, professional development in such, and frequent review, sharing of data and planning in teams to support individual students, including EL, LI, FY, and Special Education students, who are struggling. New LCAP Goal 1 *Actions and Services* reflect strategies.

Goal 2

Develop Attributes of Successful Learners in an Authentic Montessori School

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected	Actual
RMCS will achieve a 95% ADA rate.	94%
RMCS will administer a local climate survey annually, measure and report outcomes to the community and governing Board of Directors and take actions based on results.	95% of students rate RMCS as “peaceful” or “very peaceful”. 85% of parent respondents stated that RMCS promotes academic excellence well or very well, 96% feel welcome to partner in their child’s education, 98% agree or strongly agree that RMCS provides a safe and welcoming environment for every student.
RMCS will maintain less than 10% suspension and expulsion rates.	Less than 1%
RMCS will measure and report the number of individual students, including EL and foster youth, who show mastery on Attributes of Successful Learners.	90% of students, including EL, LI, FY, and Special education students, demonstrate mastery on <i>Attributes of Successful Learners</i> .

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will strive to achieve a 95% ADA rate and measure and report to RMCS Board of Directors and Stakeholders.	RMCS achieved a 94% ADA rate and reported to RMCS Board of Directors and Stakeholders.	\$12568 0000 obc 2400	\$12,568

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will administer a local climate survey annually, measure and report outcomes to the community and governing Board of Directors and take actions based on results.	RMCS administered a local climate survey annually and report outcomes to the community and governing Board of Directors. Actions taken accordingly in current year and in LCAP goals.	\$12568 0000 obc 2400	\$12,568

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will maintain less than 10% suspension and expulsion rates.	RMCS maintained less than 1% suspension and expulsion rates.	\$4905 0000 obc 1300	\$4,905

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMCS will annually measure and report the number of individual students, including EL and foster youth, who show mastery on Attributes of Successful Learners.	RMCS annually measured and reported the 90% of individual students, including EL, LI, FY, and Special Education Students, who showed mastery on Attributes of Successful Learners.	\$1127 6500 obc 1900	\$1,127

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Strategies for attendance did not increase attendance. Local challenges such as the consequent health effects of the Sonoma County Fires, and flu, cold, and asthma season provided to be challenges for students, families, and school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Attendance strategies and actions amended accordingly and are reflected in 2018-19 LCAP Goal 2 Action 1.

Goal 3

Strengthen Montessori School-Family Communication and Partnership

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Annual Measureable Outcomes

Expected

RMCS will annually administer a local parent engagement and feedback survey, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.

Maintain professional development for faculty, administration, and board in leadership roles and responsibilities.
Faculty rotates presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributes to newsletters and hosts a Community Forum. Administration maintains and facilitates parent education opportunities for families and the larger community.

Increased proficiency of Guides to implement the on-line program, based on results of feedback from stakeholders.

Actual

53 Respondents, 95% stated that RMCS promotes academic excellence well or very well, 96% feel welcome to partner in their child's education, 98% agree or strongly agree that RMCS provides a safe and welcoming environment for every student.

Faculty and staff rotated leading faculty meetings, parent and team meetings, and presenting information to colleagues and the Board of Directors. Administration facilitated numerous Parent University and Community Conversation meetings for families and the larger community.

Guides who were already engaged in the on-line program increased proficiency with a new release and improvements to the program and familiarity of use. New guides were challenged by the scope of the program and will receive more training in the upcoming year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMCS will annually administer a local parent engagement and feedback survey, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.</p>	<p>RMCS administered a local parent engagement and feedback survey, and will report input and participation outcomes to the RMCS community and governing Board of Directors (last participants entered after school ended).</p>	<p>\$2514 0000 obc 2400</p>	<p>\$2,514</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain leadership training for faculty, administration, and board in leadership roles and responsibilities. Faculty rotates presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributes to newsletters and hosts a Community Forum. Administration maintains and facilitates parent education opportunities for families and the larger community.</p>	<p>Leadership training was maintained for faculty, administration, and board in leadership roles and responsibilities with guidance and practice in various settings. Faculty rotated presenting Montessori Mathematics lessons at Board meetings; the Board of Directors contributed to newsletters and did not host a Community Forum. Administration maintained and facilitated multiple parent education opportunities for families and the larger community.</p>	<p>\$14717 0000 obc 1300</p>	<p>\$14,717</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased proficiency of Guides to implement the on-line record-keeping program, based on results of feedback from stakeholders.	Increased proficiency of familiar Guides to better-implement the on-line record-keeping program. New users are at a baseline level.	\$0	\$0

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implemented as expected with the exceptions of communicating survey results as they arrived after year-end and the Board-led Community Forum was not held.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Survey results will be communicated to families in an upcoming email communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budget and actual.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Faculty and staff will receive formal training and individual support in the on-line record-keeping and communication program. Parents will be encouraged to participate in the on-line record-keeping and communication program in order to maintain awareness, understanding, and partnership in supporting students, Reflected in 2018-19 Goal 3 *Actions and Services*.

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

All stakeholders, including Students, Families, Faculty, Staff, and Board were consistently invited and encouraged to participate, share, and discuss academics, attributes of successful learners, and school and family partnerships through events, gatherings, meetings, and via survey.

Partnership Meetings held twice a year with students, teachers and families to review school work, progress, successes, areas of improvement and future goals, and need for support: Sept. 21-22, 2017 and March 15-16, 2018

Faculty Meetings were held in order to collaborate individually, in teams, or as a group to reflect on student work, successes, and areas of improvement. Dedicated days allowed for Assistant Training in support of LCAP goals, and for the faculty team to discuss scope and sequence of materials, review and debrief of year's successes, areas of improvement and respective goals, and planning for 2018-19:

July 19-21, 28, August 4, 11, 18, 25, September 8, 15, October 20, 27, November 1, 17, December 1, 8, 15, 2017, January 12, 19, February 2, 9, 16, 23, March 2, 30, April 6, 13, 23, 27, May 4, 18, 25, 2018

Hispanic Family Gatherings were held during the year to learn more about and address the unique needs of this community and increase participation and partnership: August 24, 2017, November 7, 2017, January 11, 2018, and March 1, 2018

Parent events and Community Conversation meetings provided opportunities for families to gather and share best practices for education, parenting, how to engage at school and support children in their growth: August 9, 31, 2017, (October 13 & 14 cancelled due to fires) November 9, 2017, December 1, 2017, Dec 1, 2017, February 1, 2018, Feb 28, 2018, March 2, 2018, April 26, 2018

Board Meetings addressed the responsibilities of reviewing and meeting RMCS/LCAP goals: September 12, 2017, October 10, 2017, November 14, 2017, December 12, 2017, January 20, 2018, February 20, 2018, March 13, 2018, BOD Mtg and LCAP Public Hearing: May 8, 2018, June 26, 2018

Parent LCAP/Feedback Survey: May-June 2018

Student Survey, May 10, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

A feedback loop is essential and invaluable in learning stakeholder perspective regarding how RMCS is providing for students and families, faculty, and the larger community and how it might improve. Feedback and perspective is received, data is collected and analyzed, and adjustments are made accordingly in LCAP goals and daily experience for students, teachers, and families.

Attendance is an ardent effort with students, teachers, student services, administration, and families for whom this is a struggle; letters were not finding the hoped for success so we moved to individualized support and now have plans for further connection and supports in 2018-19.

Measuring achievement continues to be a discussion given the developmental approach that the community embraces. The community in general is uninterested in standardized testing and has selected a developmental educational model however, RMCS wishes to reflect the growth that our students are making and so local measures were increased to monitor growth over time and demonstrate progress.

CAASPP progress without heavy test prep in addressing language of the test and explaining ideas continues to be a challenge. RMCS has plans to increase the familiarity of the testing model and types of testing questions to assist the student success in demonstrating their knowledge, understanding, and application of learning.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Promote Academic Excellence through Montessori Methodology

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Identified Need:

Students benefit from Montessori methodology to ensure exposure and achievement with a broad, interdisciplinary, and an integrated, whole-child educational experience.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Local Assessments and measures (individual and group work and presentations, portfolios, three-period lessons,	Individual scores on local measures, CAASPP, CELDT/ELPAC, and SOLOM.	Tracking and documented support to ensure progress of individual students using local indicators and CAASPP, ELPAC and SOLOM, including EL, LI, and FY, to determine progress of all		

Metrics/Indicators	Baseline	2018-19		
observations, interactions with peers and guides.) CAASPP, CELDT/ELPAC, SOLOM (or other state-required assessments)		students as well as those continuously enrolled and completing three-year progressive and cumulative Montessori developmental educational levels, at RMCS beginning in TK/K,		
Faculty Attendance Rate	75% of faculty attended professional development training and formally shared their learning with colleagues	80% of faculty will attend professional development/training and/or formally share their learning with faculty		
Local Assessments and Measures	No misassignments.	No misassignments of teachers of ELs or total teacher misassignments. All teacher vacancies reported to RMCS governing Board of Directors.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Individually determined frequent online practice and assessments in language, math, and science, and documented daily support in the classroom for struggling students/below level; regular monitoring and sharing of data by Student Services to determine necessary steps for improvement or increased progress. Individual and group lessons/practice in the explanation and articulation of work.

Budgeted Expenditures

Year 2018-19

Amount

\$8,014

Source

0000, 6500

Year 2018-19

Budget Reference 4340, 1100

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

New learning materials designed to combine Montessori didactic and Common Core language to assist children in articulating the explanation of their thinking and practicing such in written format. Professional Development for Montessori Math and Language, CAASPP language/how to increase student skills in the explanation and articulation of work, and in the recoding and sharing of data and progress for immediate support as necessary.

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Budgeted Expenditures

Year 2018-19

Amount \$19,152

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Source 0000, 6500

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Budget Reference 5201, 5202, 1300, 1100, 4310

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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Consistent and frequent review of academic levels and progress in student population, including focus on subgroups/EL, LI, FY, with teachers about individual students and progress, as well as level /team and global school academic areas and needs for improvement.

Budgeted Expenditures

Year 2018-19

Amount \$12, 300

Source 0000

Year 2018-19

Budget Reference 1100, 1300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Develop Attributes of Successful Learners in an Authentic Montessori School

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,3,4,5,6,7,8

Local Priorities: RMCS Charter,

Identified Need:

Students benefit personally and academically in a Montessori school culture of peace, and respect for self, others, and their environment. This experience allows individual talents to flourish, invites willing interest, eager participation, self-understanding and direction, purposeful work, and develops attributes of successful learners as defined by *Attributes of Successful Learners in the Authentic American Montessori School*: Cognitive Understanding and Thinking Skills, Confidence and Competence, Independence, Autonomy, Intrinsic Motivation, Ability to Handle External Authority, Social Responsibility, and Stewardship and Good Citizenship.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Attendance records.	94%	Given state and county-wide challenges with attendance, RMCS will strive to achieve a 95% ADA rate.		
Student surveys and self-reflections Faculty Survey and continued qualitative and quantitative forums and meetings with Guides, support staff, and executive Director & Superintendent	95% of students rate RMCS as "peaceful" or "very peaceful"	Maintain high percentage of student ratings regarding a positive and supportive school climate and experience of learning at RMCS. Rotating/cycle meetings with faculty and staff to support Guides and staff in their work of supporting students.		
Student discipline records.	Less than 1%	Continued low rate of suspension with increased focus and attention to subgroups, such as students with Disabilities, EL, LI, FY, and students of color		
Evaluation of Attributes of Successful Learners.	90% of students show mastery in Attributes of Successful Learners	Maintain high level of progress toward mastery in Attributes of Successful Learners		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Documented, early, individual, consistent support from teachers, student services, and administration for students and families struggling with attendance concerns.

Budgeted Expenditures

Year 2018-19

Amount \$30,771

Source 0000, 6500

Budget Reference 2400, 1300, 1100

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Conduct annual surveys of students and faculty, regular forums and meetings for feedback loops and collaboration regarding school climate, and individual perspective; measured and reported community and Board of Directors.

Budgeted Expenditures

Year 2018-19

Amount \$13, 067

Source 0000

Budget Reference 2400, 1300

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

ALL EL, FY, LI [sic]

LEA-wide/Schoolwide [sic]

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Documented proactive, team support and early intervention of individual students who are struggling emotionally or behaviorally in order to support success in school and thereby ensure low suspension and expulsion rates with specific analysis and focus on subgroups/Students with Disabilities, EL, LI, FY, and students of color.

Budgeted Expenditures

Year 2018-19

Amount \$33,967

Source 0000, 6500

Budget Reference 1100, 1300

DRAFT

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

RMCS will assess, report and support individual students, including students with Disabilities, EL, LI, and FY, in order to increase progress toward mastery on Attributes of Successful Learners.

Budgeted Expenditures

Year 2018-19

Amount \$43,843

Source 0000, 6500

Year 2018-19

Budget Reference

1100, 1300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Strengthen Montessori School-Family Communication & Partnership

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: RMCS Charter

Identified Need

Students benefit socially, emotionally, physically, personally, and academically by parent involvement and support in various forms- in the classroom, outside of the classroom, interactions, educational support at home, participating in leadership positions with the RMCS Board and committees, volunteering at school events, and in the efforts to maintain a positive and collaborative school community for students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19		
Parent Surveys Continued qualitative and quantitative forums and meetings with Guides, support staff, and Executive	53 respondents in annual survey, documentation of meetings with Guides, support staff, and Executive Director & Superintendent	Increased number of respondents in annual survey		

Metrics/Indicators	Baseline	2018-19		
Director and Superintendent				
Faculty and Staff Training in On-line Record Keeping and Communication Program	Individual support as needed	80% participation in formal professional development of On-Line Record Keeping and Communication Program		
Parent participation in Online Record-Keeping and Communication Program	Need to establish baseline	RMCS will strive for 50% participation of families		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

RMCS will annually administer and encourage participation in a local parent engagement and feedback loops, measuring and reporting input and participation outcomes to the RMCS community and governing Board of Directors.

Budgeted Expenditures

Year 2018-19

Amount \$7,916

Source 0000

Budget Reference 1300, 2400

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools/RMCS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

ALL EL, FY, LI [sic]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide/Schoolwide [sic]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools/RMCS [sic]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Faculty and staff will receive formal training with on-line record keeping and communication program at beginning of year and ongoing support thereafter.

Budgeted Expenditures

Year 2018-19

Amount

\$0

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$86, 771

6.35%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As an independent, fully-nonprofit, LEA, RMCS has allocated spending an excess of these funds in order to improve the achievement and success of all students who are struggling, including English Language Learners, Low Income, and Foster Youth/Homeless students. Please see details of expenditures reflected in above aforementioned Goals, Actions and Services.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066,

52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

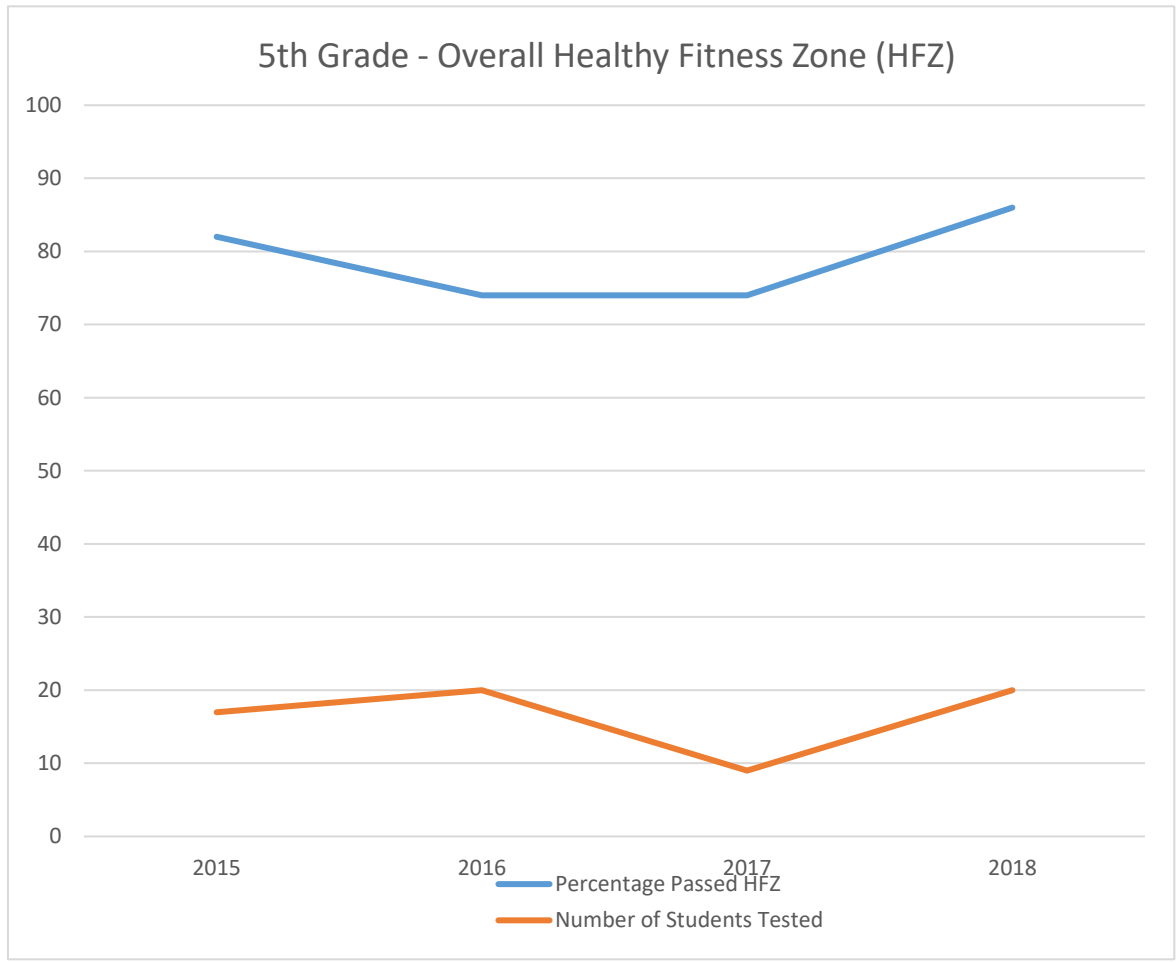
- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

PFT - 5th Grade	2015	2016	2017	2018
% passed	82	74	74	86
# tested	17	20	9	20





California Department of Education
Data Reporting Office

CDE » DataQuest » English Learners Report

2017-18 "At-Risk" and Long-Term English Learners (LTEL) by Grade

River Montessori Elementary Charter School Report (49-70847-0119750)

Report: "At-Risk" and Long-Term English Learners (LTEL) by Grade

School: 0000000 - Select a School

Year:

School Type: All Schools Charter Schools Non Charter School

Gender: All Male Female

Students With Disabilities: Yes No All Students

Disadvantaged Subgroups: No Subgroup Filters

Subgroup filters have been disabled to protect student privacy.

View Data As: Numbers Percents

[Glossary of Terms for EL Reports](#)

Grade	English Learners				EL Total	RFEFP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	8
01	83.3%	0.0%	0.0%	0.0%	83.3%	16.7%	6
02	71.4%	0.0%	0.0%	14.3%	85.7%	14.3%	7
03	57.1%	28.6%	0.0%	0.0%	85.7%	14.3%	7
04	0.0%	66.7%	0.0%	16.7%	83.3%	16.7%	6
05	0.0%	66.7%	0.0%	0.0%	66.7%	33.3%	3
06	0.0%	0.0%	33.3%	66.7%	100.0%	0.0%	3

Report Totals

At-Risk and Long-Term English Learners (LTEL) by Grade

Level	English Learners				EL Total	RFEF	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
River Montessori Elementary Charter	55.0%	20.0%	2.5%	10.0%	87.5%	12.5%	40
Old Adobe Union	49.7%	8.7%	3.4%	15.6%	77.4%	22.6%	553
Sonoma County	30.3%	6.6%	6.6%	16.6%	60.2%	39.8%	5,085
State	22.5%	4.5%	11.1%	9.6%	47.8%	52.2%	212,557

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEF" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. To view the data in this report as percentages, including "At-Risk" and "LTEL" percentages, select "Percent" from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEF).

[Web Policy](#)



California Department of Education
Data Reporting Office
Data as of: --

Select a Report

Select a Year

Select a School

Select Subgroup

Select Gender

English Learner Students by Language by Grade

River Montessori Elementary Charter (4970847-0119750)

2017-18

Subgroup: All Students, Gender: All

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	7	5	6	6	5	2	3	0	0	0	0	0	0	0	34	97.14%
17	French	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2.86%

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
River Montessori Elementary Charter	All Languages	8	5	6	6	5	2	3	0	0	0	0	0	0	0	35

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Old Adobe Union Total	All Languages	148	76	43	58	66	56	70	0	0	0	0	0	0	0	517

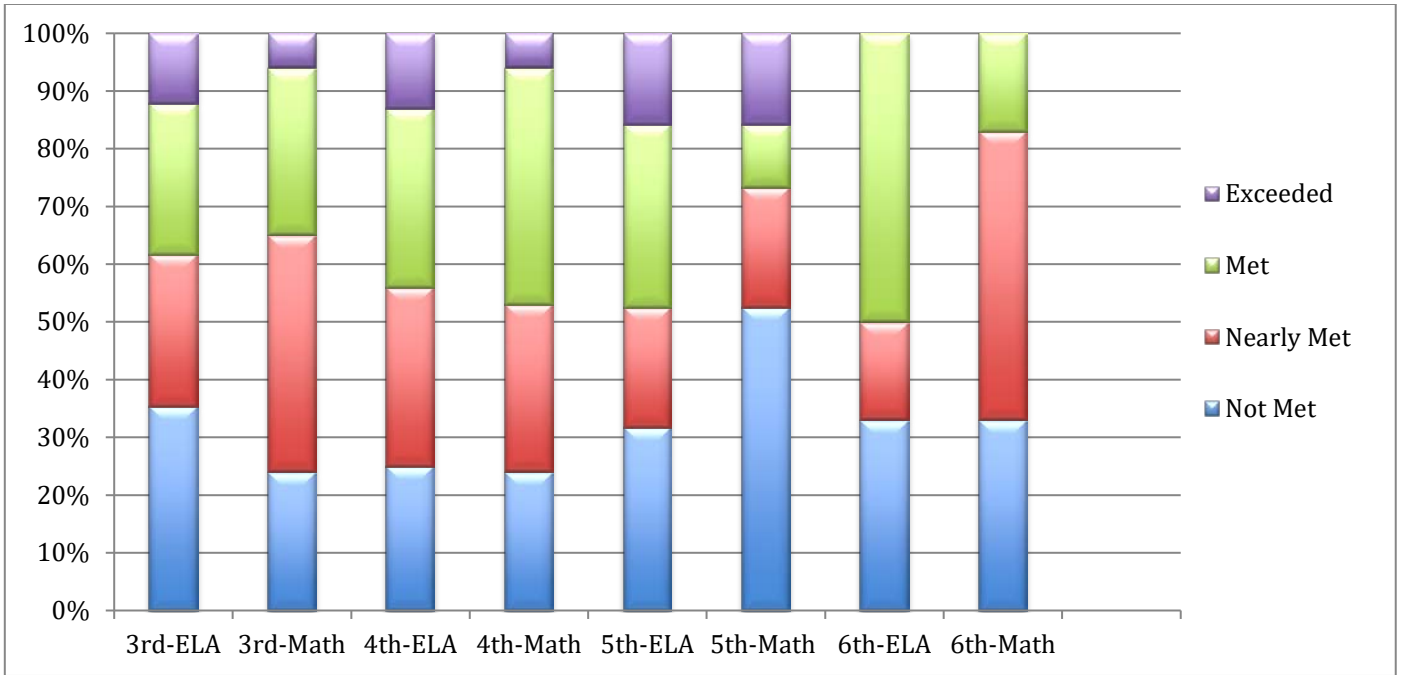
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Countywide Total	All Languages	2,118	1,737	1,698	1,620	1,582	1,295	1,132	864	739	565	582	449	480	3	14,864

Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total
Statewide Total	All Languages	170,876	153,064	141,971	127,541	119,457	104,588	91,729	76,828	65,016	60,705	56,486	50,921	49,862	2,106	1,271,150

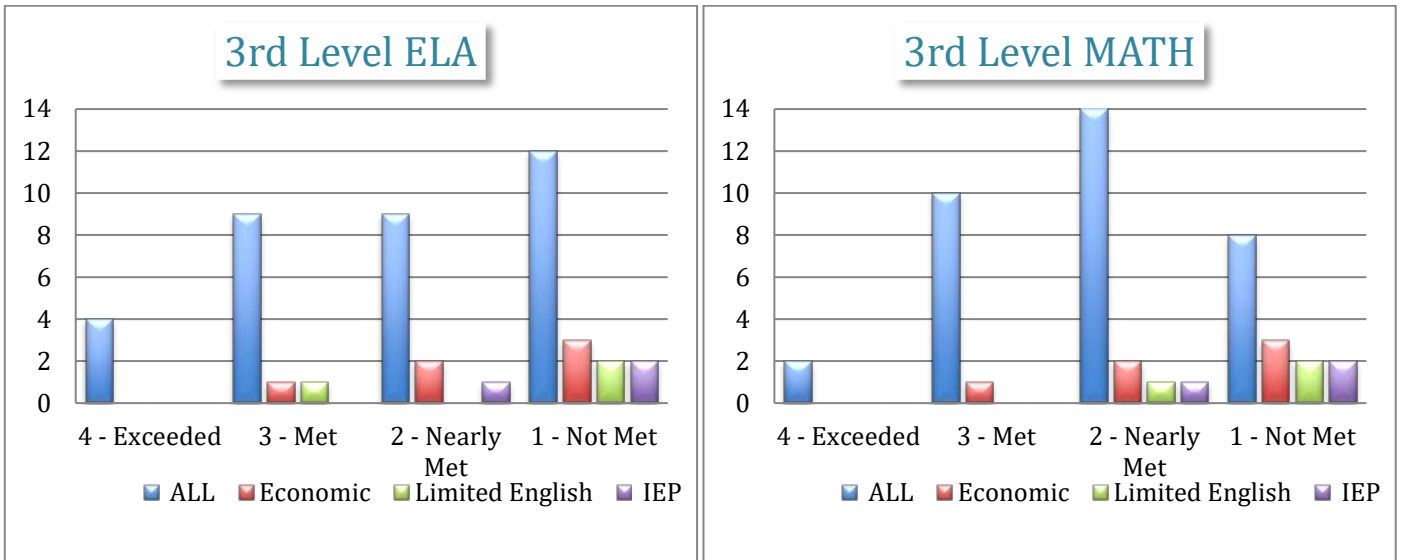
River Montessori Charter School

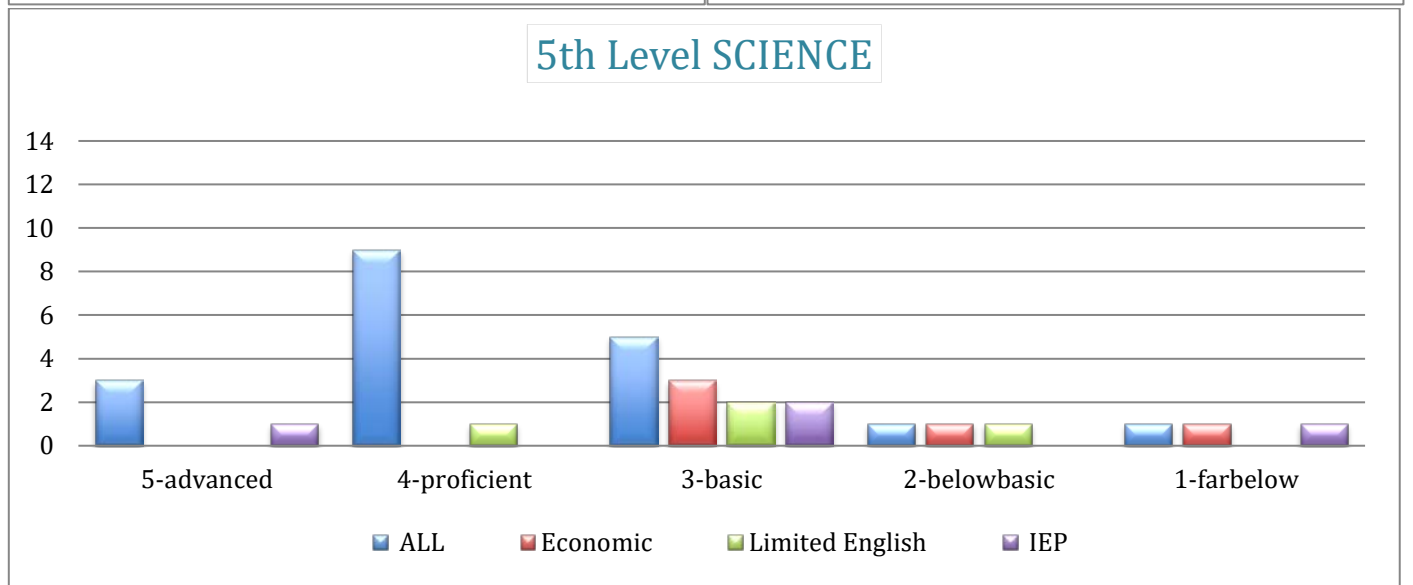
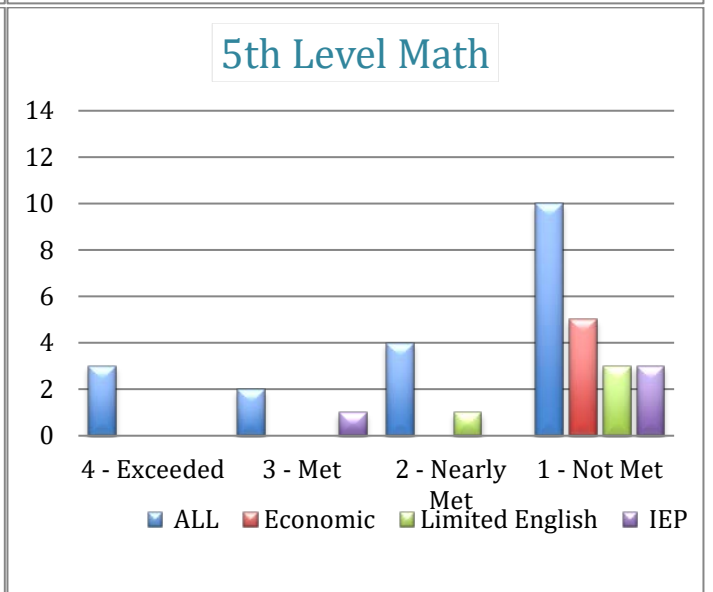
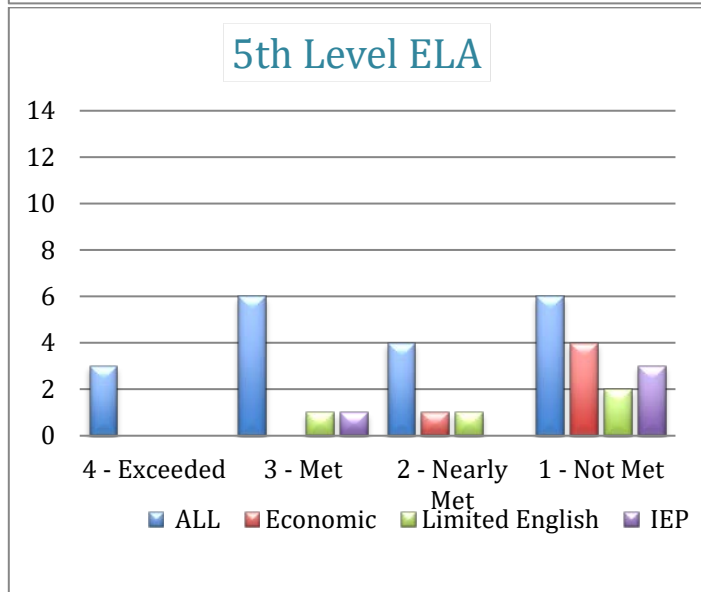
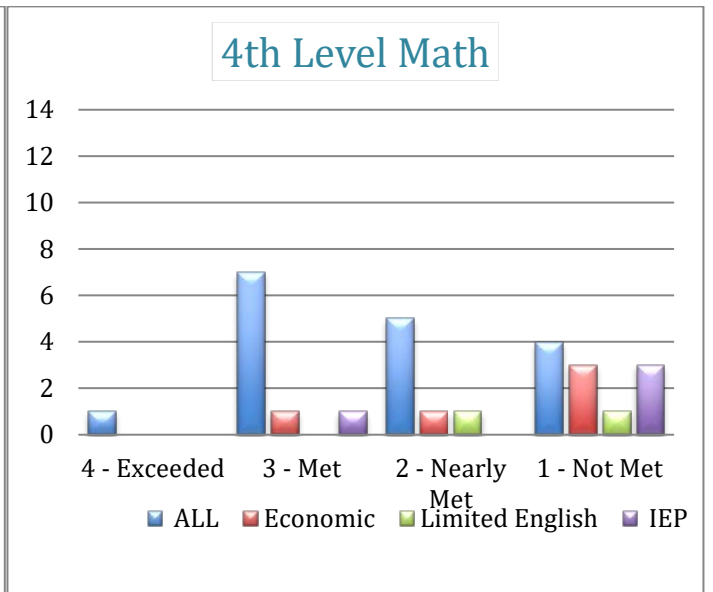
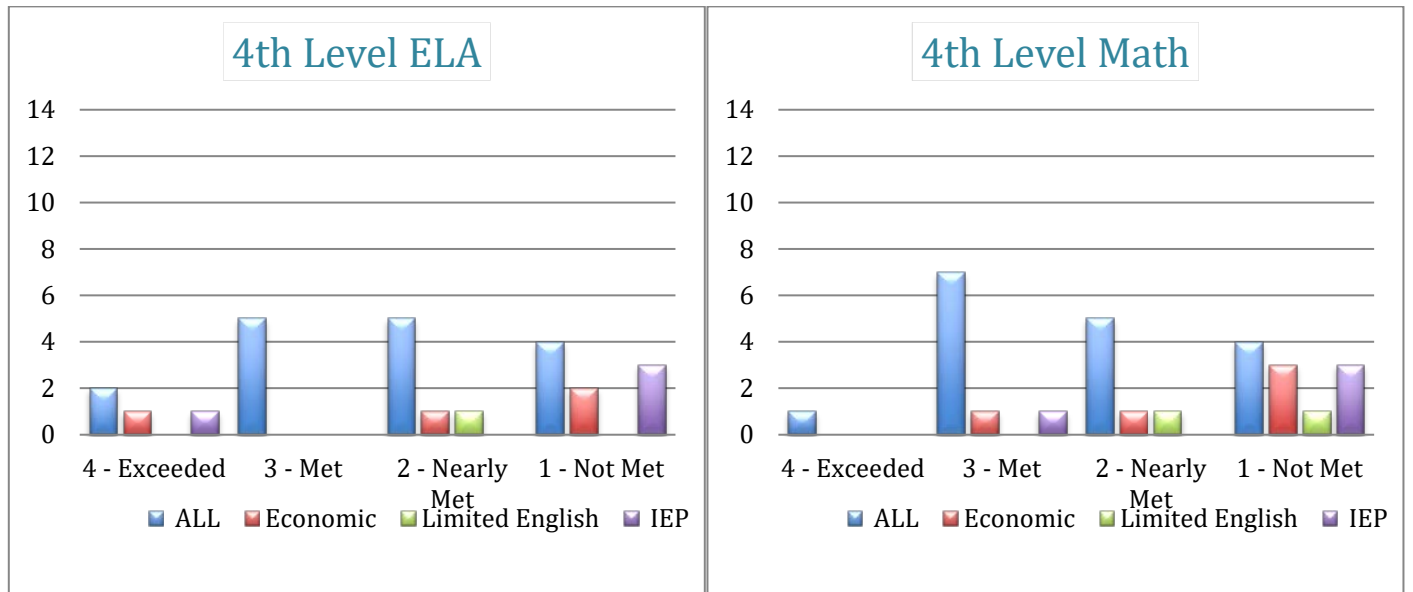
2016 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count Spring 2016

Overall Grade Level – Scale Score Achievement Percentages



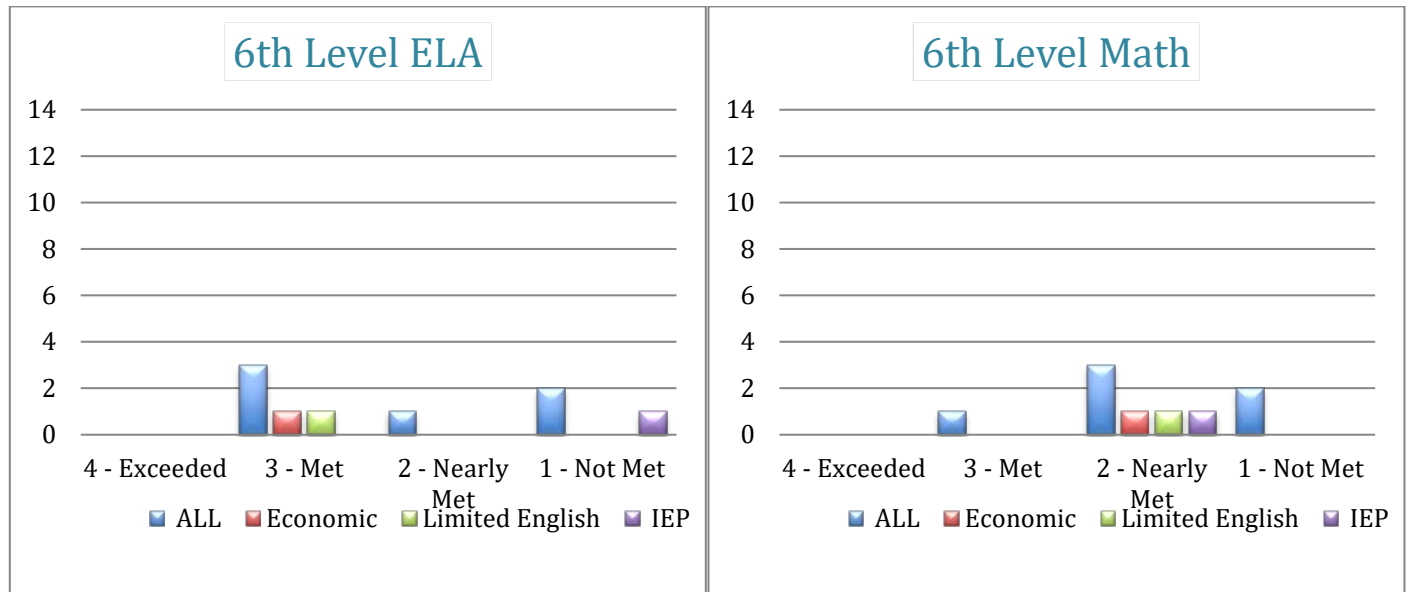
Grade Level by Actual Student Count – Scale Score Achievements



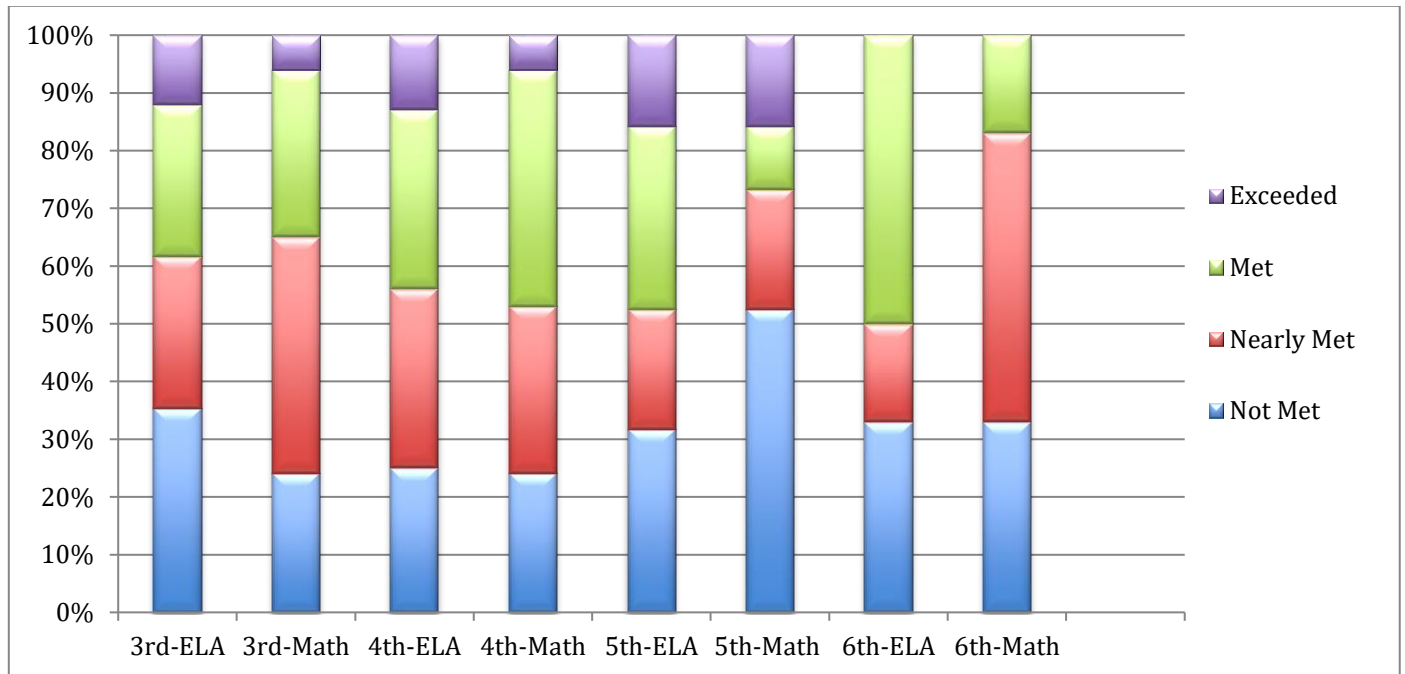


River Montessori Charter School

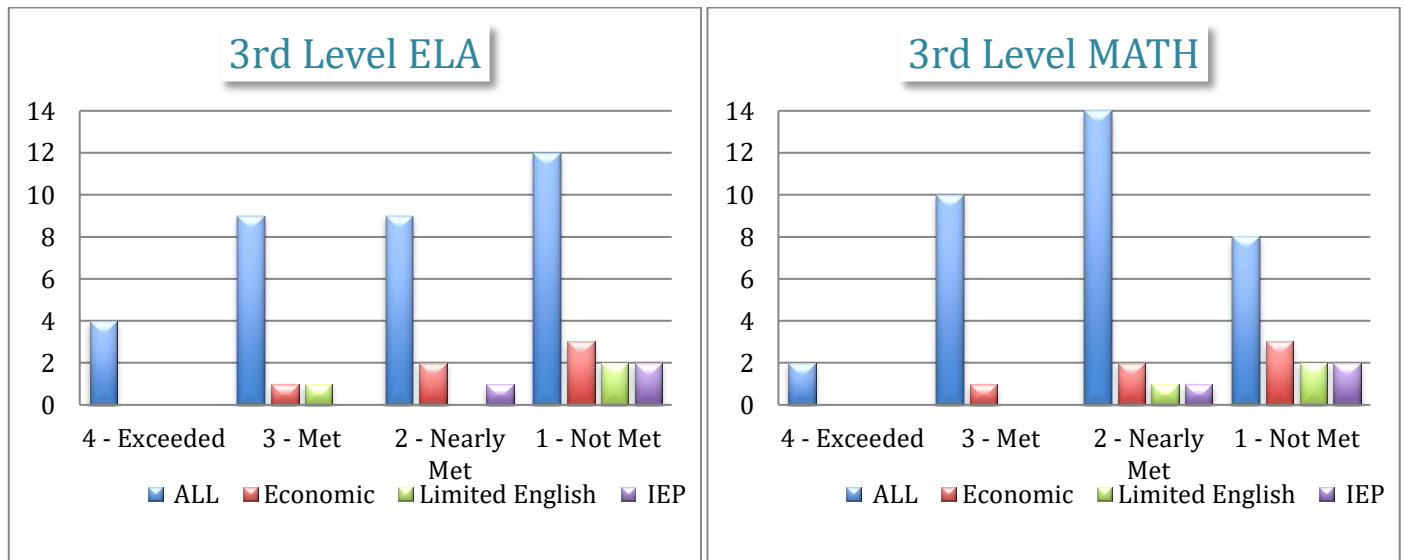
2016 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count Spring 2016

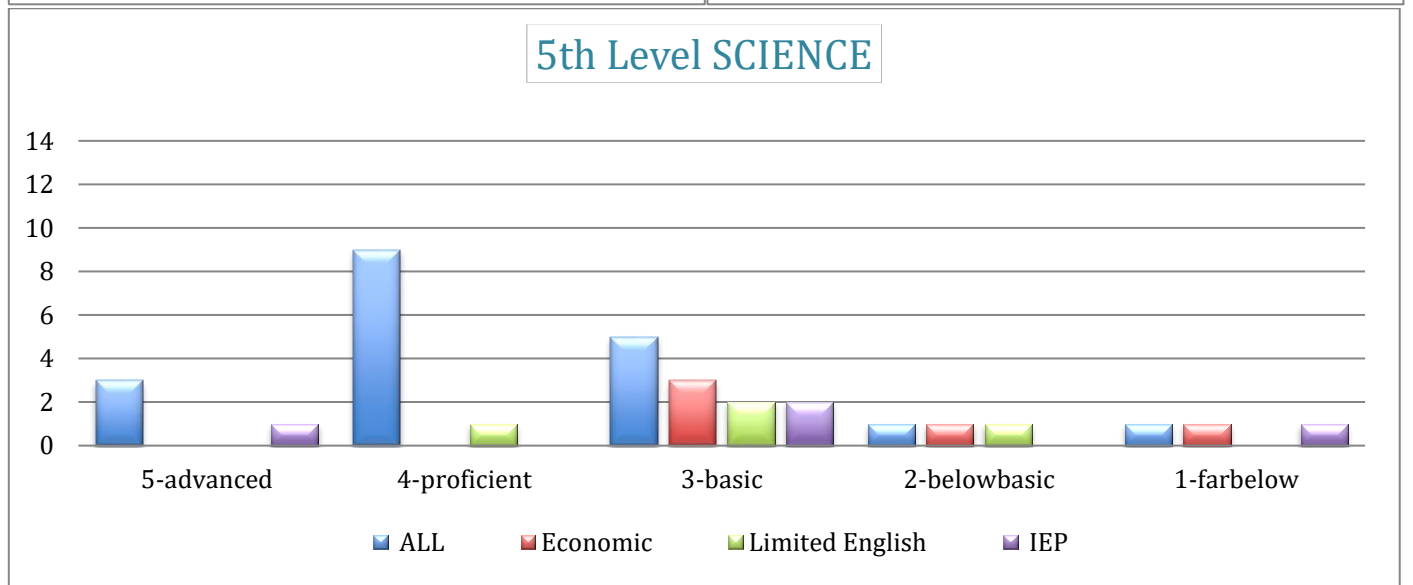
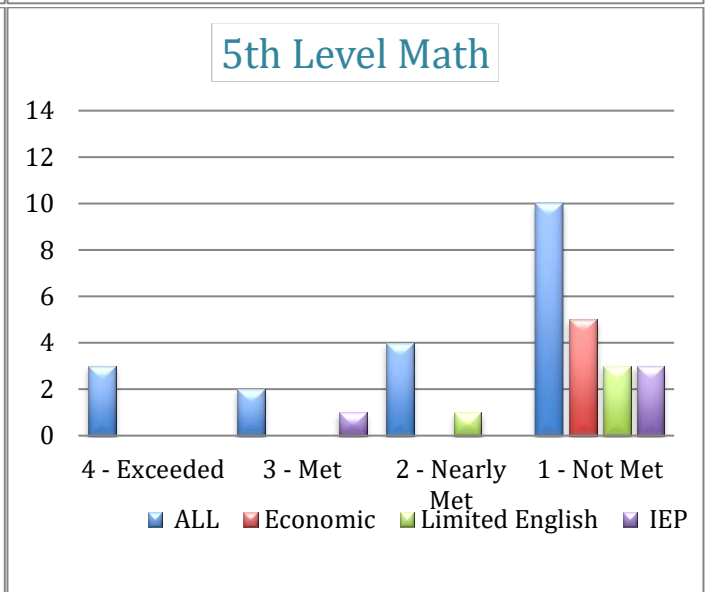
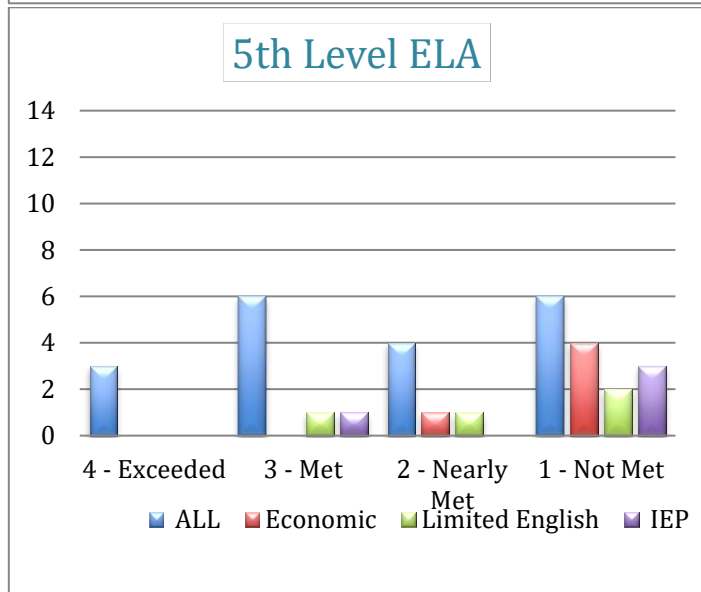
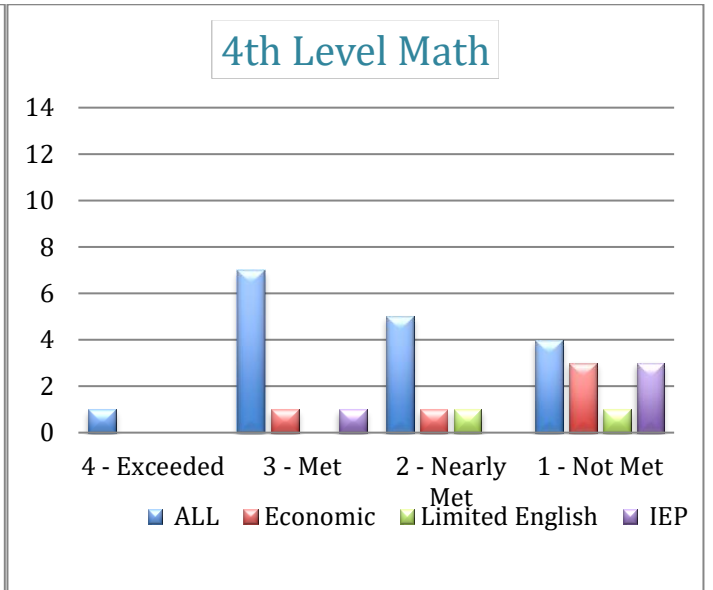
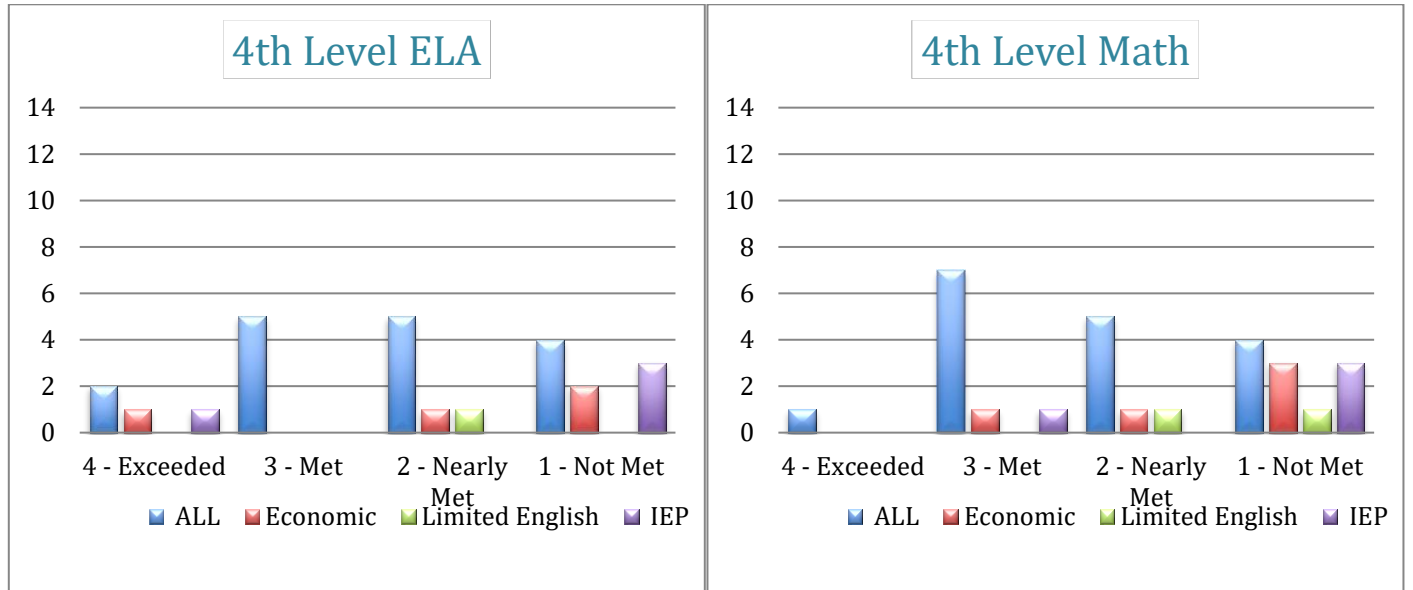


Overall Grade Level – Scale Score Achievement Percentages



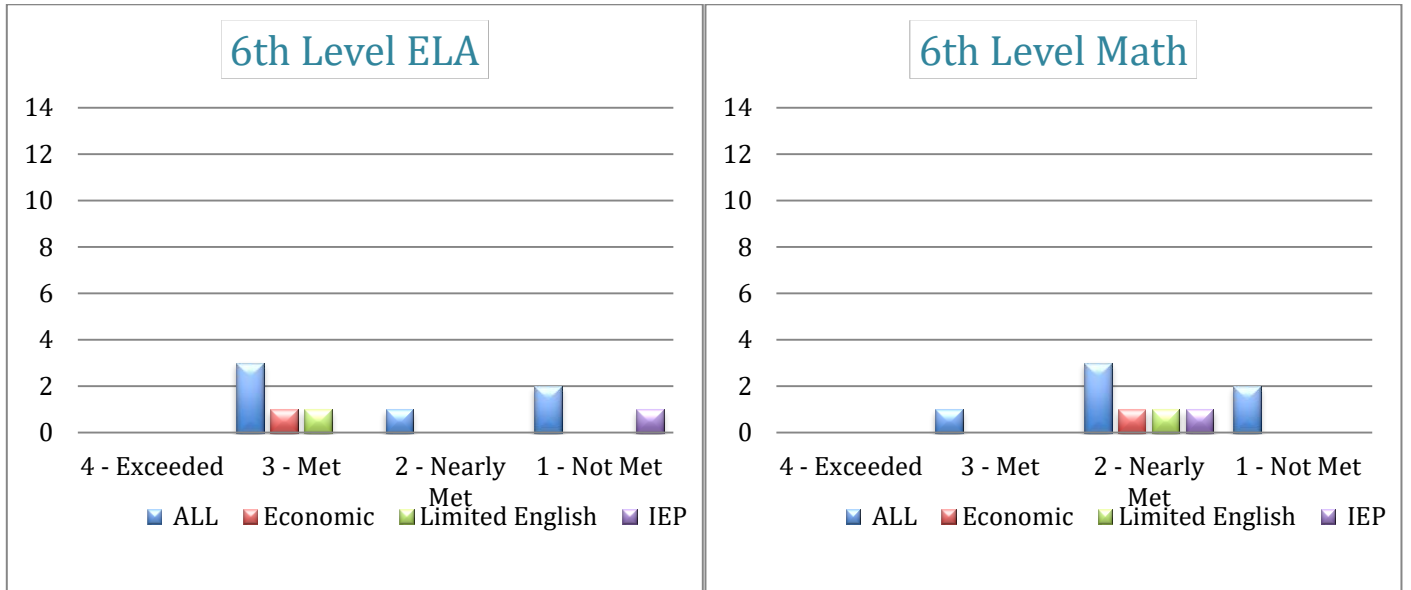
Grade Level by Actual Student Count – Scale Score Achievements





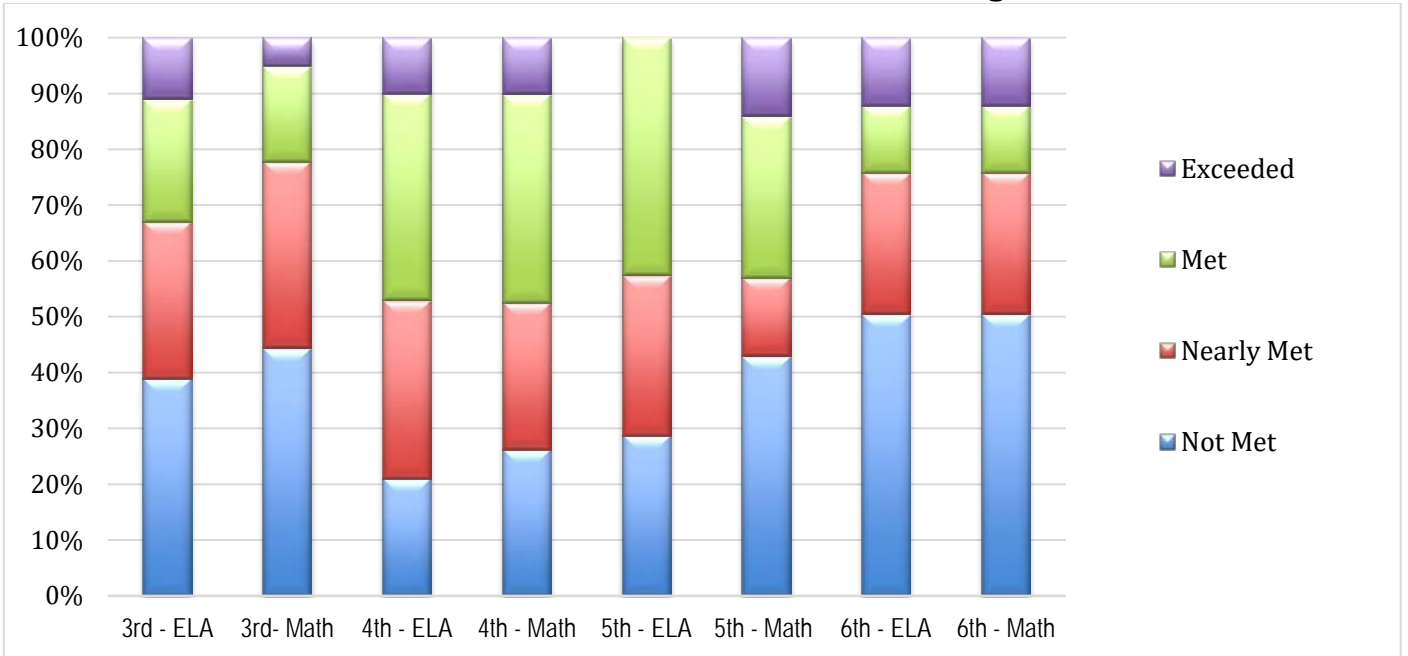
River Montessori Charter School

2016 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count Spring 2016

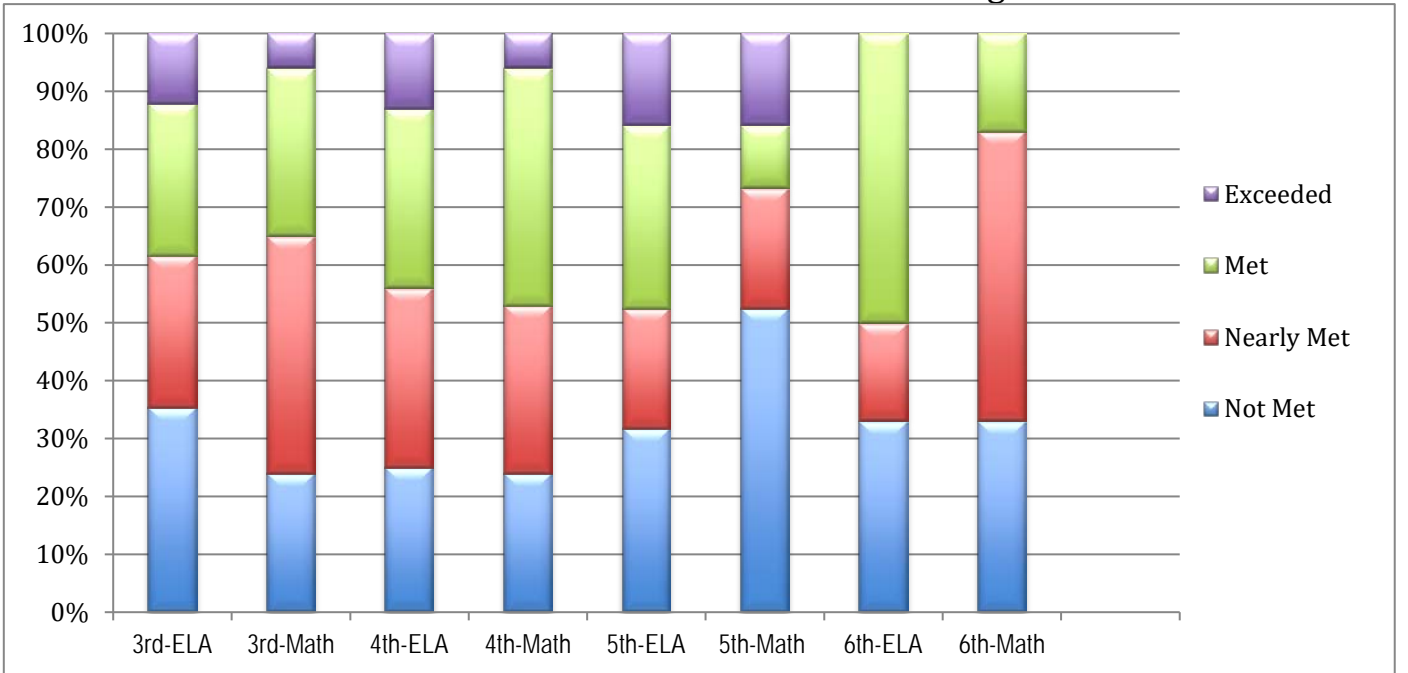


River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2017 Overall Grade Level – Scale Score Achievement Percentages

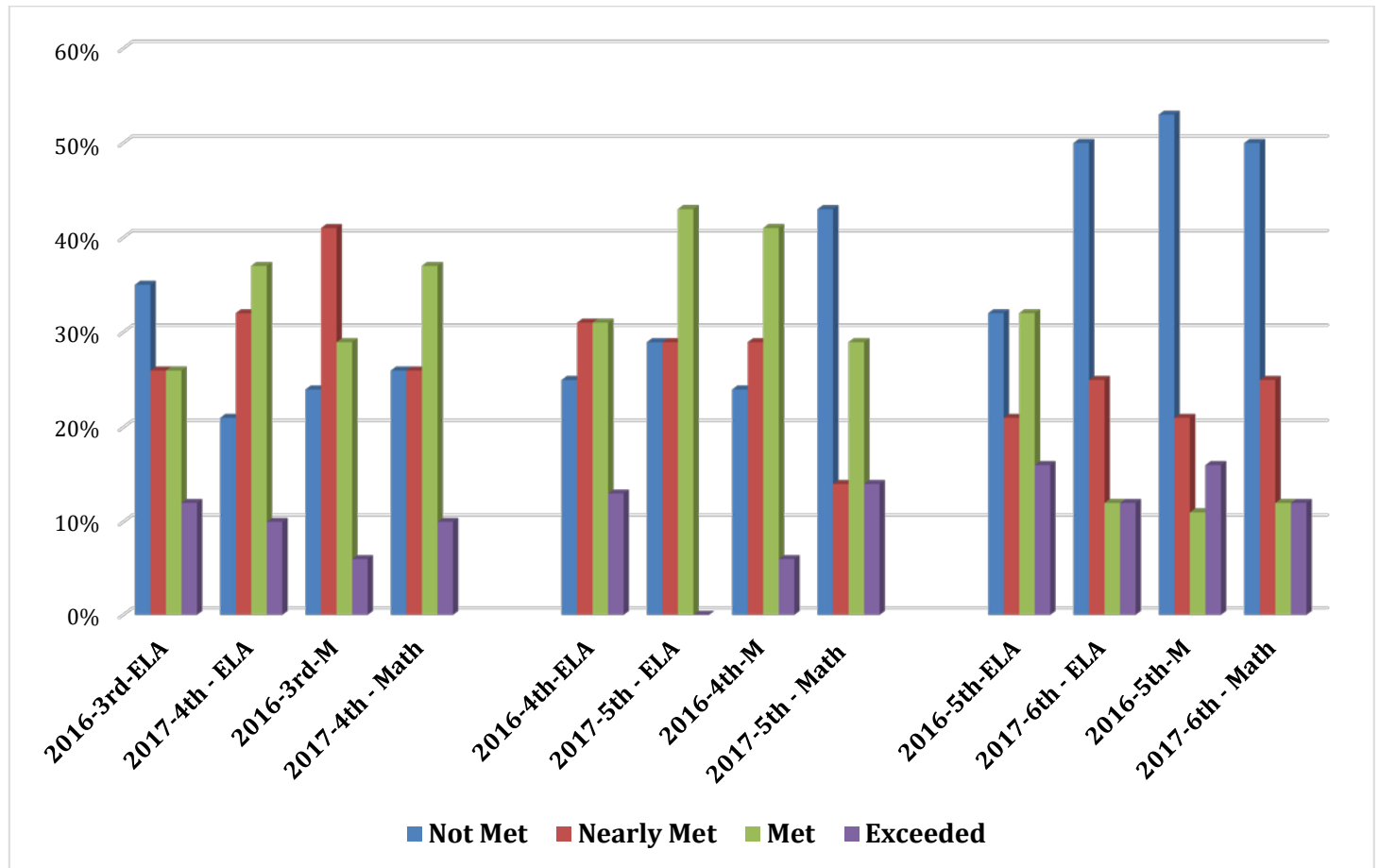


2016 Overall Grade Level – Scale Score Achievement Percentages



River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2016 to 2017 Progression of Grade Level - Scale Score Achievement Percentages

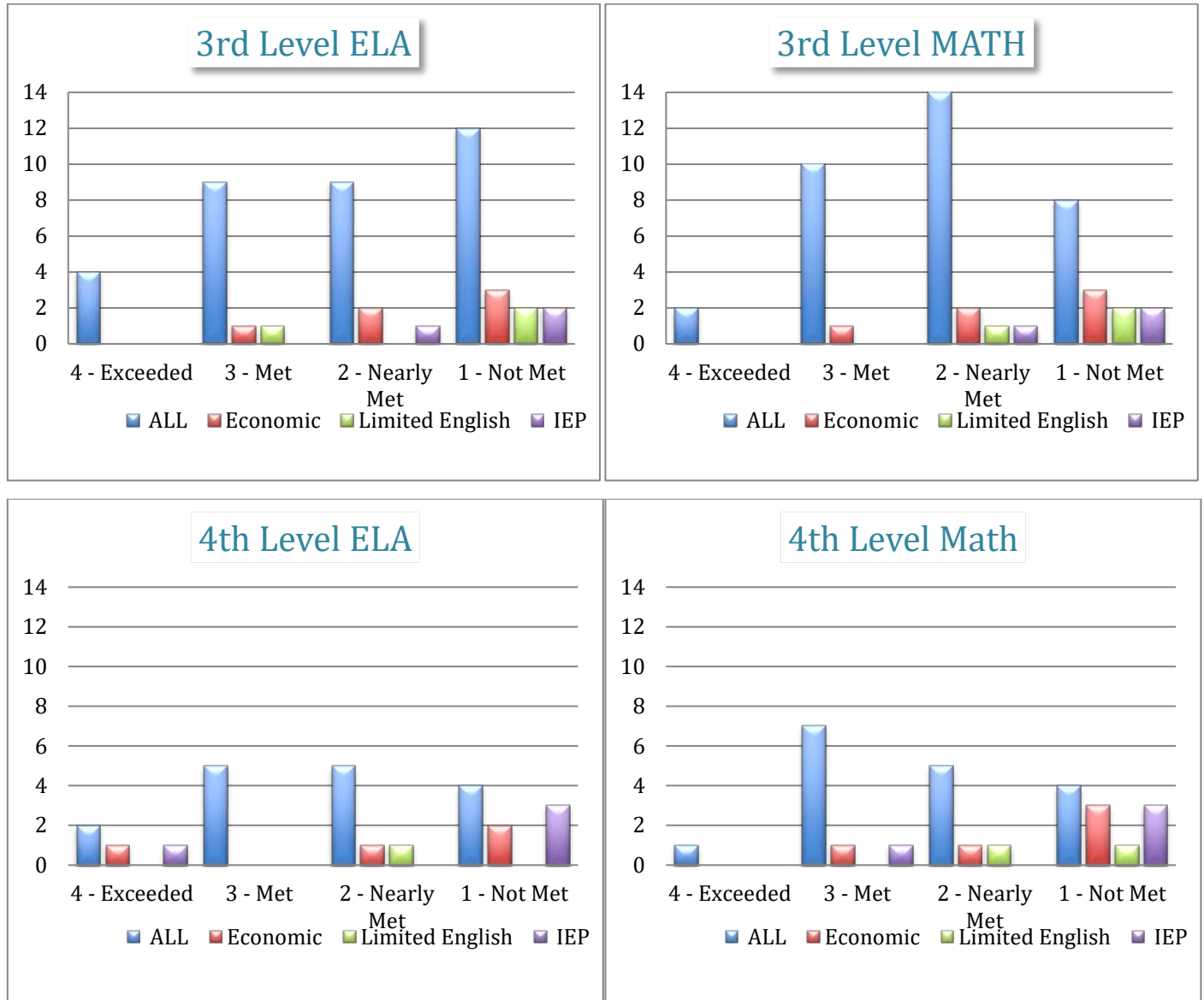


2017 Grade Level by Actual Student Count – Scale Score Achievements

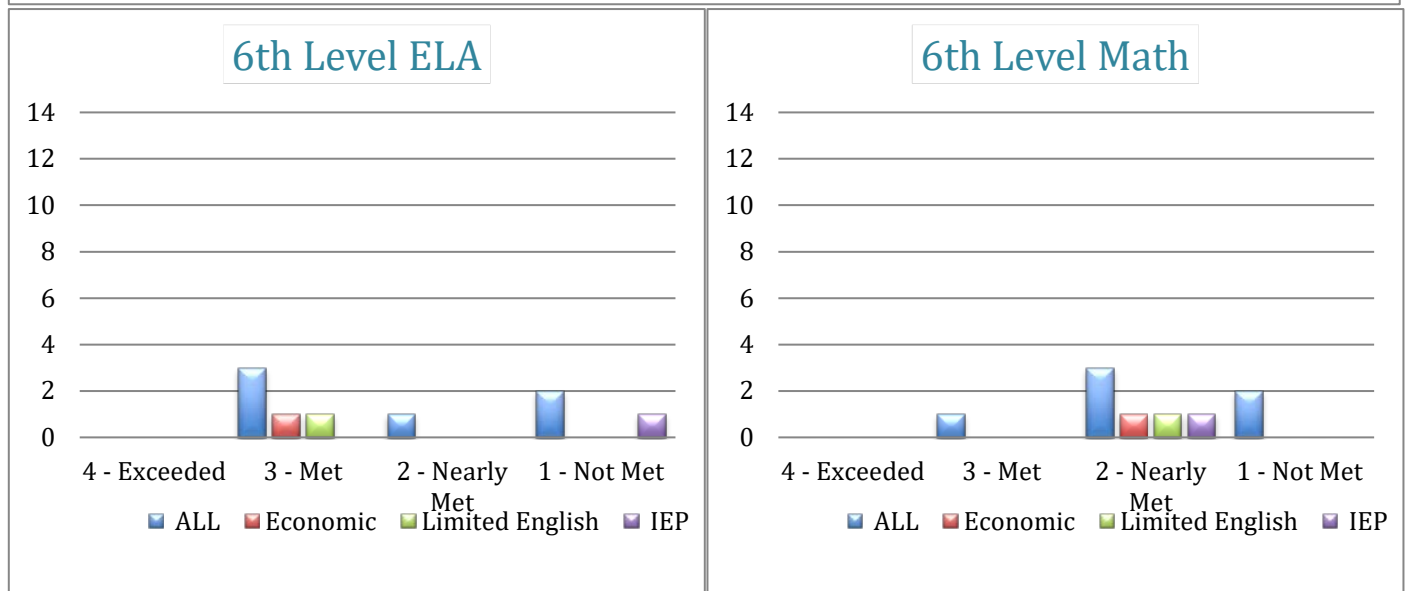
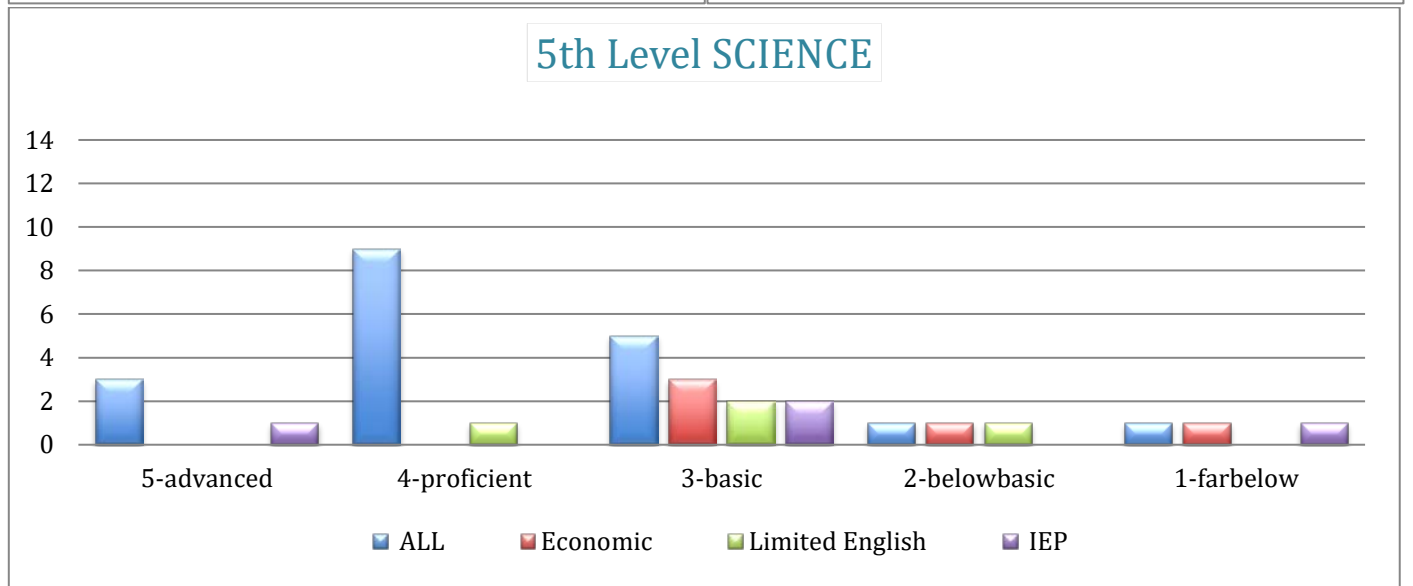
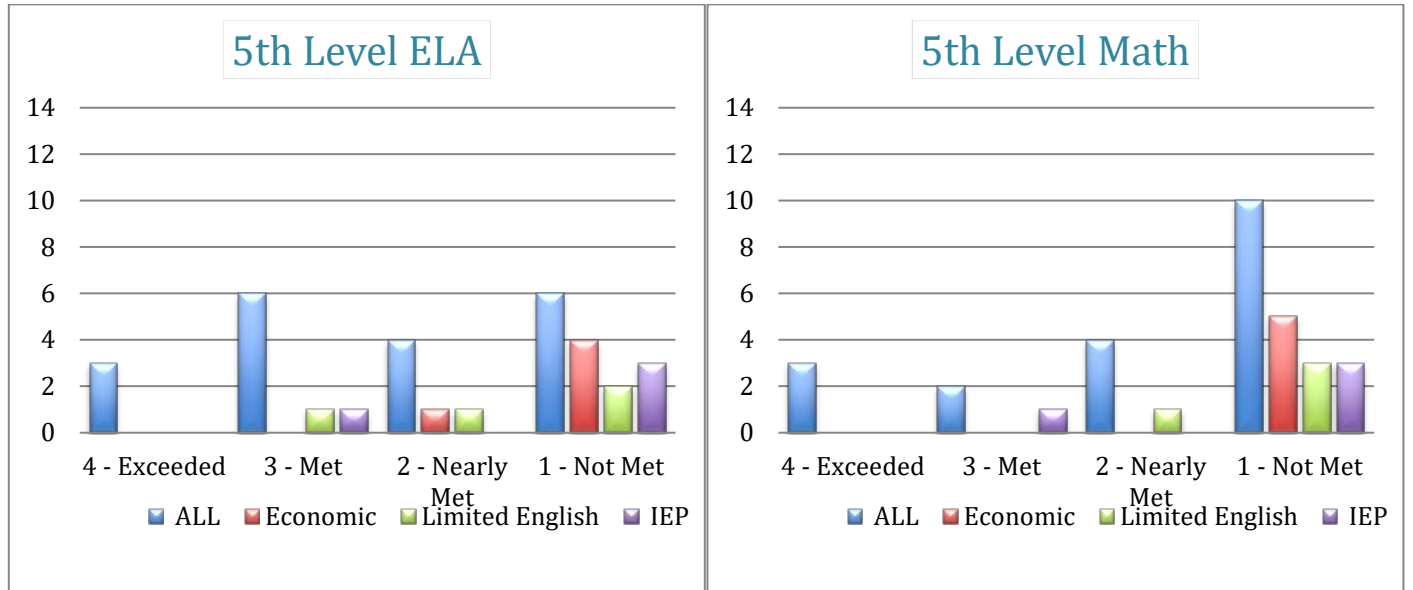
in construction

River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2016 Grade Level by Actual Student Count – Scale Score Achievements



River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

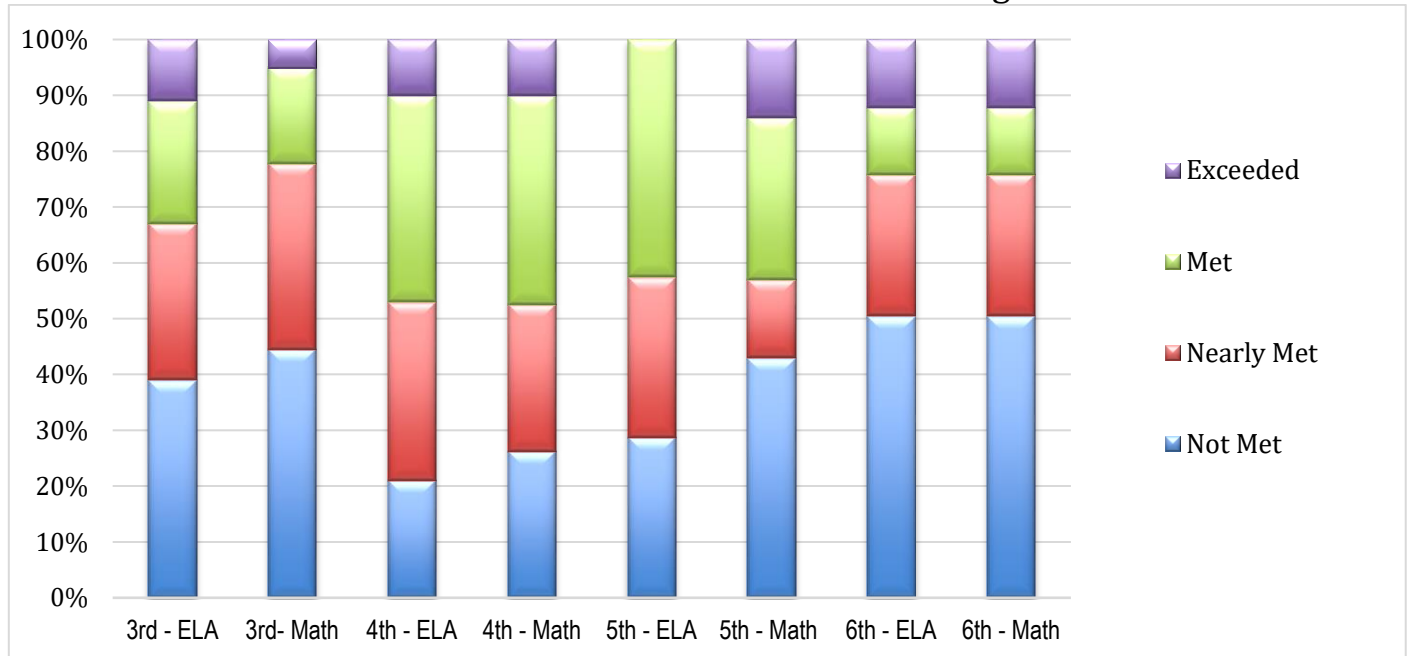


River Montessori Charter School

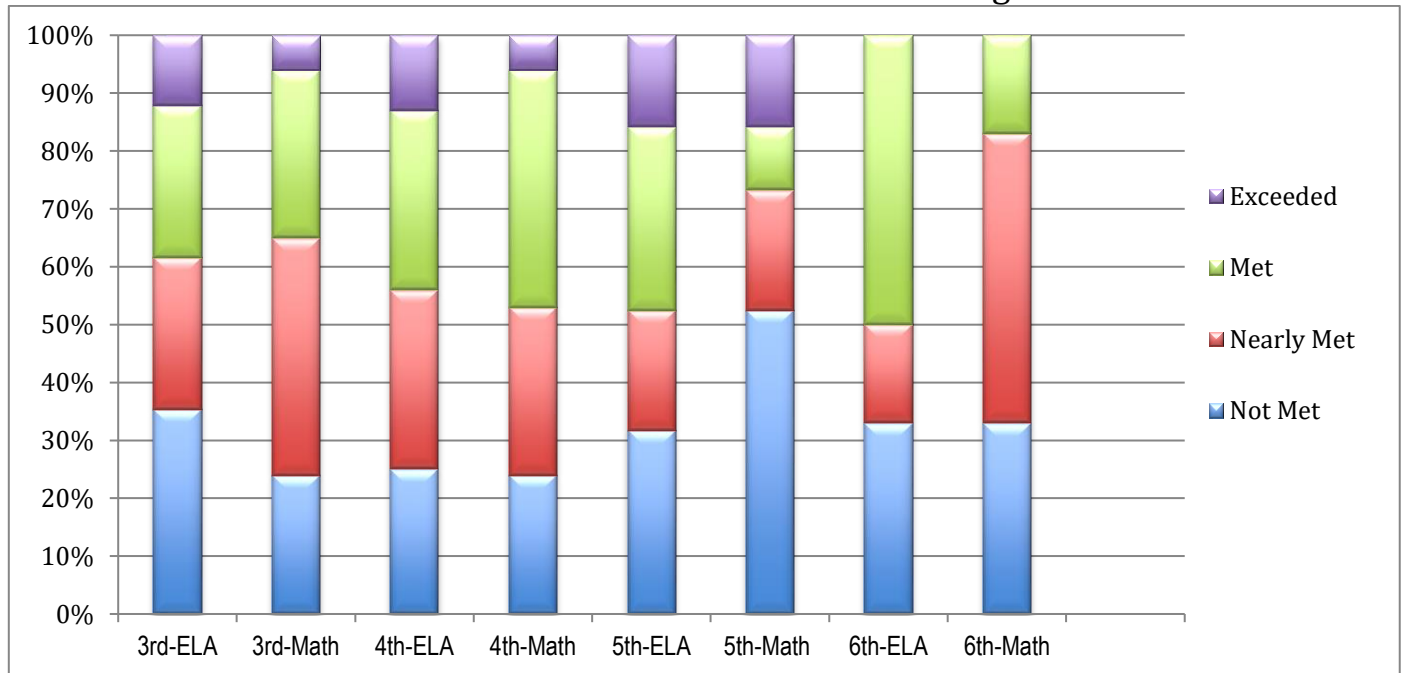
Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2017 Overall Grade Level – Scale Score Achievement Percentages

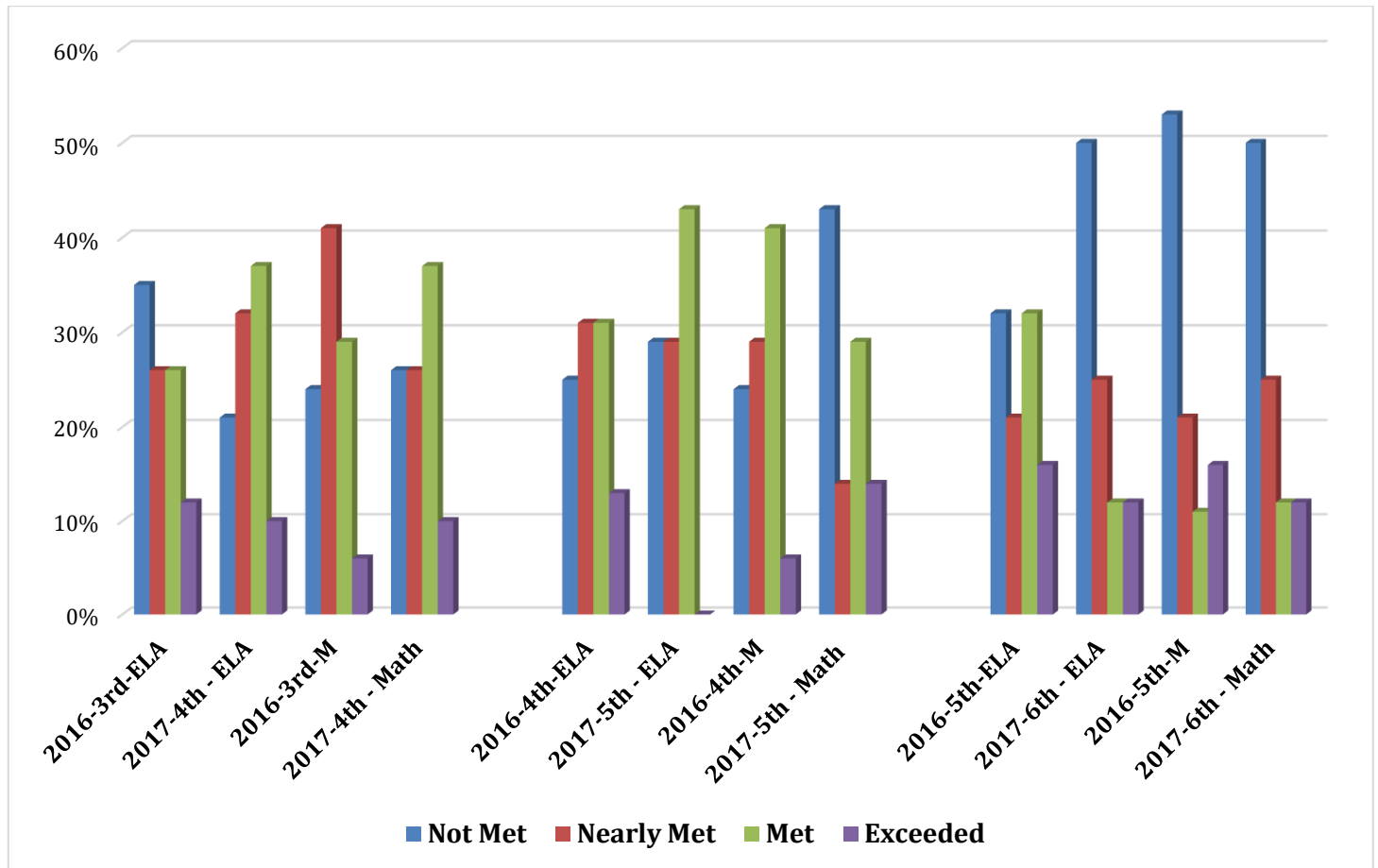


2016 Overall Grade Level – Scale Score Achievement Percentages



River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2016 to 2017 Progression of Grade Level - Scale Score Achievement Percentages

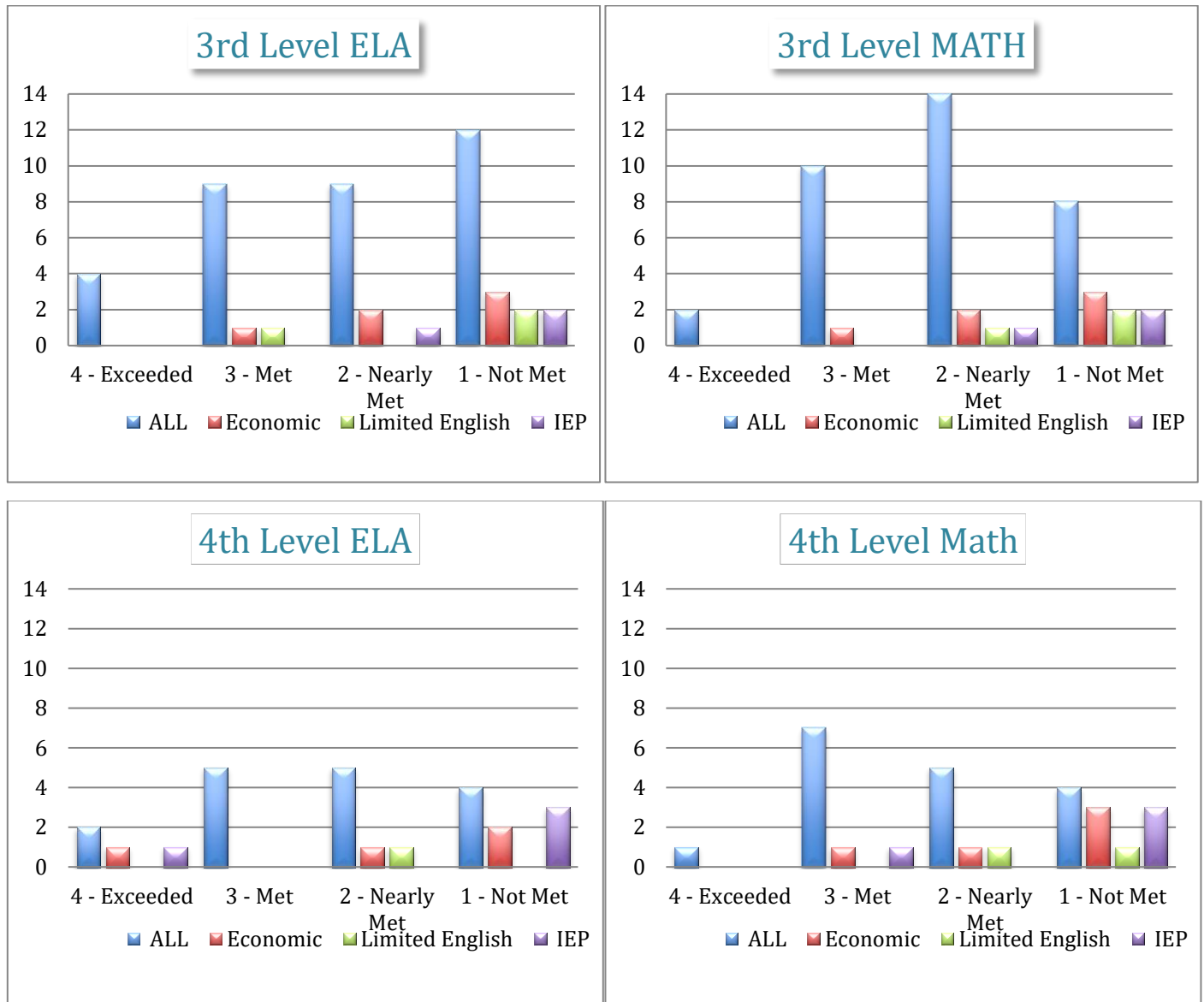


2017 Grade Level by Actual Student Count – Scale Score Achievements

in construction

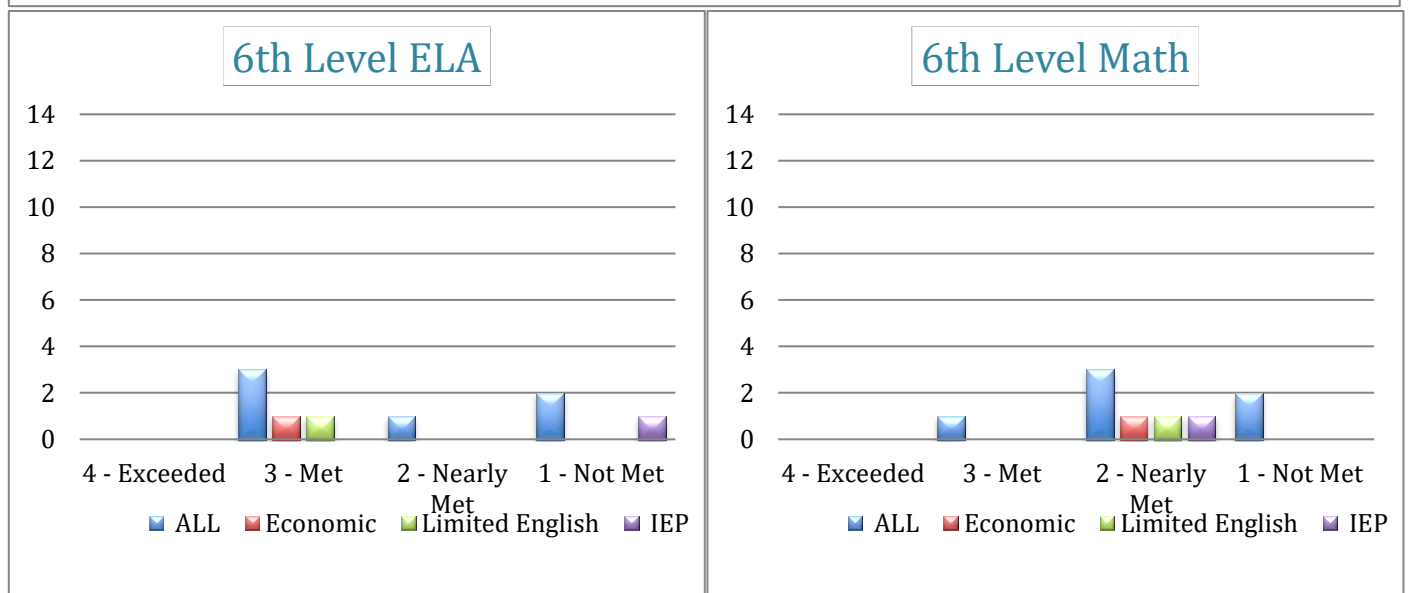
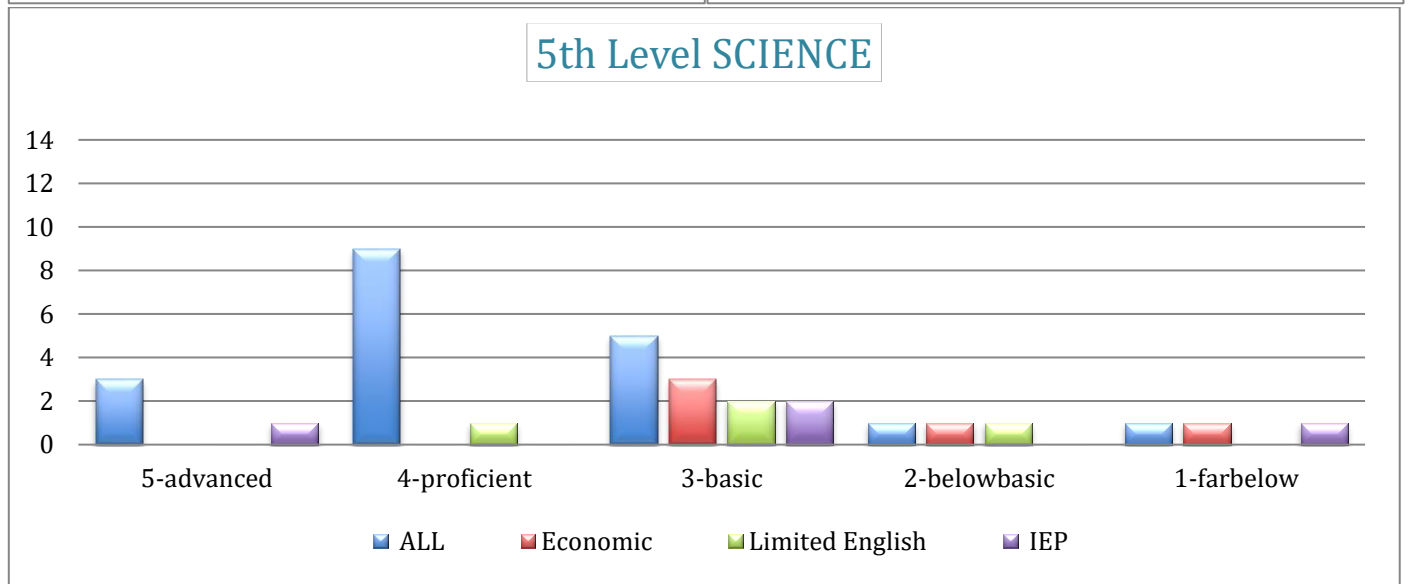
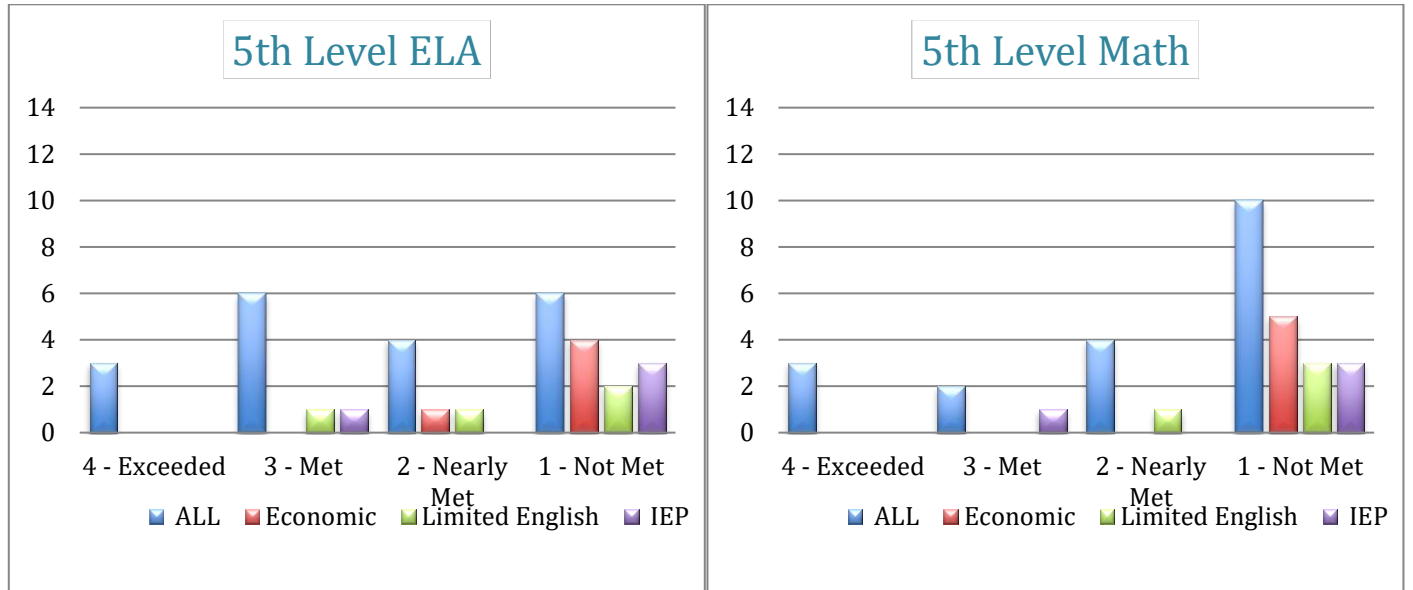
River Montessori Charter School
 Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

2016 Grade Level by Actual Student Count – Scale Score Achievements



River Montessori Charter School

Smarter Balance Summative Test - Scale Score Achievement of STUDENT count



River Montessori Charter School

Smarter Balance Summative Test - Scale Score Achievement of STUDENT count

Smarter Balanced Test Result Comparison

Report Options

Select Year:
 Select Grade:
 Select Student Group:

Apply Selections

2018 Overall Achievement--All Grades

TABLE

GRAPH

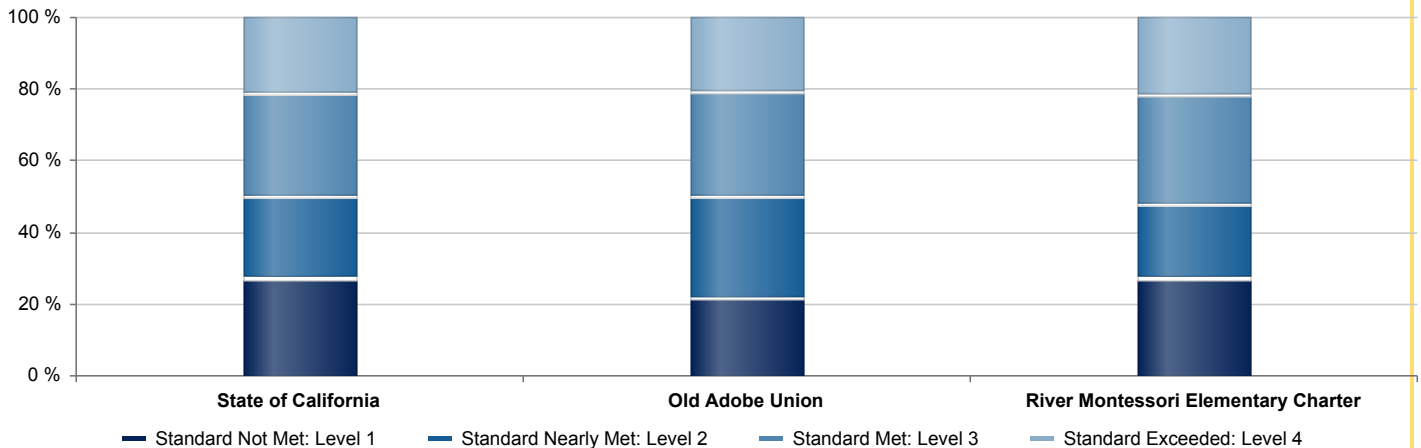
Comparing 3 out of 3 Results

STATE	DISTRICT #1	SCHOOL #1
State of California CDS Code: 00-00000-0000000 • Grades 3-8,11 View State Full Test Results Remove State Selection	Old Adobe Union CDS Code: 49-70847-0000000 • Grades 3-6 View District #1 Full Test Results Remove District #1 Selection	River Montessori Elementary Charter CDS Code: 49-70847-0119750 • Grades 3-6 View School #1 Full Test Results Remove School #1 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2018 Achievement Level Distribution

All Grades



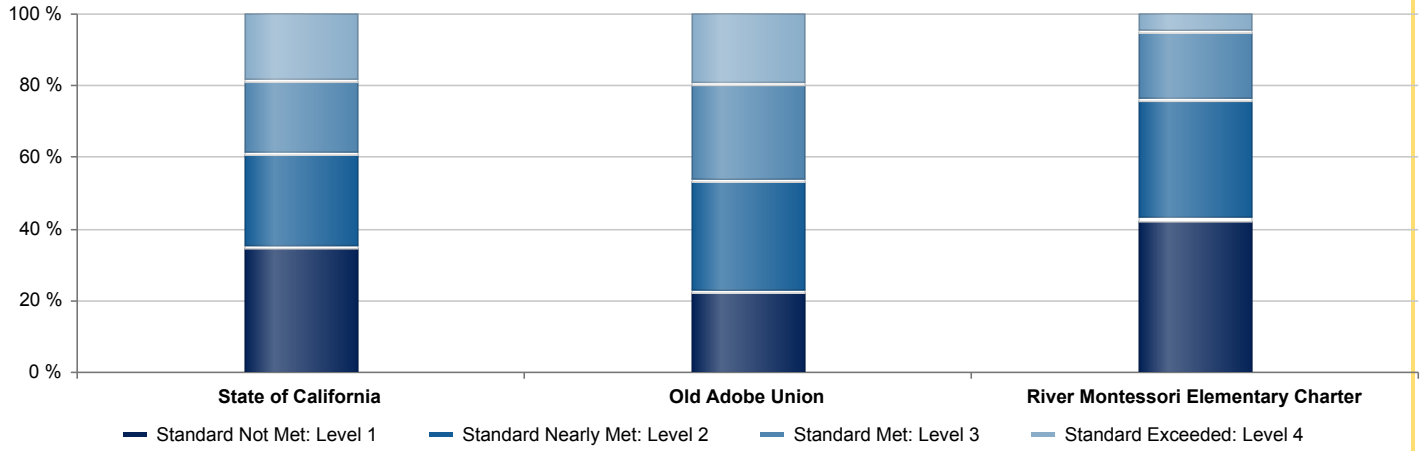
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2018 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



CALIFORNIA
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2018 California Physical Fitness Report
Overall - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	20	12	60.0	40.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	20	18	90.0	5.0	5.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	20	17	85.0	15.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	20	19	95.0	5.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	20	17	85.0	15.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	20	20	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by The Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#).



CALIFORNIA
DEPARTMENT OF
EDUCATION

2018 California Physical Fitness Report
Overall - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	9	45.0	45.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	8	40.0	85.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	1	5.0	90.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	1	5.0	95.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	1	5.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	20	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
DEPARTMENT OF
EDUCATION

2018 California Physical Fitness Report
Subgroup Results - Gender Summary Report
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Students Tested ¹	Number in Grade 5	Percent in Grade 5	Number in Grade 7	Percent in Grade 7	Number in Grade 9	Percent in Grade 9
Females	9	45.0	0	0.0	0	0.0
Males	11	55.0	0	0.0	0	0.0
Total tested	20	100.0	0	0.0	0	0.0

¹Includes partially tested students



CALIFORNIA
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EDUCATION

2018 California Physical Fitness Report
Female - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	9	4	44.4	55.6	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	9	8	88.9	0.0	11.1	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	9	7	77.8	22.2	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	9	8	88.9	11.1	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	9	6	66.7	33.3	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	9	9	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	3	33.3	33.3	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	3	33.3	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	1	11.1	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	1	11.1	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	1	11.1	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	9	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Male - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	11	8	72.7	27.3	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	11	10	90.9	9.1	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	11	10	90.9	9.1	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	11	11	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	11	11	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	11	11	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Male - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	6	54.5	54.5	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	5	45.5	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	11	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Subgroup Results - Race/Ethnicity Summary Report
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Students Tested ¹	Number in Grade 5	Percent in Grade 5	Number in Grade 7	Percent in Grade 7	Number in Grade 9	Percent in Grade 9
Black or African American	0	0.0	0	0.0	0	0.0
American Indian or Alaska Native	2	10.0	0	0.0	0	0.0
Asian	1	5.0	0	0.0	0	0.0
Filipino	0	0.0	0	0.0	0	0.0
Hispanic or Latino	6	30.0	0	0.0	0	0.0
Native Hawaiian or Pacific Islander	0	0.0	0	0.0	0	0.0
White	11	55.0	0	0.0	0	0.0
Two or more races	0	0.0	0	0.0	0	0.0
Total tested	20	100.0	0	0.0	0	0.0

¹Includes partially tested students



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2018 California Physical Fitness Report
Black or African American - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0

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² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
American Indian or Alaska Native - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	2	0	0.0	100.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	2	1	50.0	0.0	50.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	2	2	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	2	2	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	2	1	50.0	50.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	2	2	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	1	50.0	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	1	50.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	2	100.0	n/a	0	0.0	0.0	0	0.0	0.0

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n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Asian - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	1	0	0.0	100.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	1	1	100.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	1	0	0.0	100.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Asian - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	1	100.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	1	100.0	n/a	0	0.0	0.0	0	0.0	0.0

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² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Filipino - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Filipino - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Hispanic or Latino - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	6	5	83.3	16.7	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	6	6	100.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	6	6	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	6	6	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	6	6	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	6	6	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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CALIFORNIA
DEPARTMENT OF
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2018 California Physical Fitness Report
Hispanic or Latino - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	5	83.3	83.3	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	1	16.7	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	6	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Native Hawaiian or Pacific Islander - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
White - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	11	7	63.6	36.4	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	11	10	90.9	9.1	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	11	8	72.7	27.3	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	11	10	90.9	9.1	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	11	10	90.9	9.1	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	11	11	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
White - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	4	36.4	36.4	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	6	54.5	90.9	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	90.9	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	90.9	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	1	9.1	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	11	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Two or more races - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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CALIFORNIA
DEPARTMENT OF
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2018 California Physical Fitness Report
Two or more races - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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2018 California Physical Fitness Report
Subgroup Results - Economic Summary Report
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Students Tested ¹	Number in Grade 5	Percent in Grade 5	Number in Grade 7	Percent in Grade 7	Number in Grade 9	Percent in Grade 9
Economically Disadvantaged	3	15.0	0	0.0	0	0.0
Not Economically Disadvantaged	16	80.0	0	0.0	0	0.0
No Economic Information	1	5.0	0	0.0	0	0.0
Total tested	20	100.0	0	0.0	0	0.0

¹Includes partially tested students



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2018 California Physical Fitness Report
Economically Disadvantaged - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	3	2	66.7	33.3	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	3	3	100.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	3	3	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	3	3	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	3	3	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	3	3	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	2	66.7	66.7	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	1	33.3	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	3	100.0	n/a	0	0.0	0.0	0	0.0	0.0

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² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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2018 California Physical Fitness Report
Not Economically Disadvantaged - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	16	10	62.5	37.5	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	16	14	87.5	6.2	6.3	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	16	13	81.2	18.8	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	16	15	93.8	6.2	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	16	13	81.2	18.8	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	16	16	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

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² Includes partially tested students

n/a Not applicable

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CALIFORNIA
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EDUCATION

2018 California Physical Fitness Report
Not Economically Disadvantaged - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	7	43.8	43.8	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	6	37.5	81.3	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	1	6.2	87.5	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	1	6.2	93.7	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	1	6.2	99.9	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	99.9	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	99.9	0	0.0	0.0	0	0.0	0.0
Total tested ²	16	100.0	n/a	0	0.0	0.0	0	0.0	0.0

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² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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CALIFORNIA
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EDUCATION

2018 California Physical Fitness Report
No Economic Information - Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ² in Grade 5	Number Grade 5 Students in HFZ ¹	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ² in Grade 7	Number Grade 7 Students in HFZ ¹	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ² in Grade 9	Number Grade 9 Students in HFZ ¹	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	1	0	0.0	100.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	1	1	100.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Trunk Extension Strength	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Upper Body Strength	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a
Flexibility	1	1	100.0	0.0	n/a	0	0	0.0	0.0	n/a	0	0	0.0	0.0	n/a

¹ HFZ is an acronym for Healthy Fitness Zone, a registered trademark of The Cooper Institute.

² Includes partially tested students

n/a Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by The Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#).



CALIFORNIA
DEPARTMENT OF
EDUCATION

2018 California Physical Fitness Report
No Economic Information - Meeting Healthy Fitness Zone¹ Summary of Results
River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5 of 6 fitness standards	1	100.0	100.0	0	0.0	0.0	0	0.0	0.0
4 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
3 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	0.0	0	0.0	0.0
Total tested ²	1	100.0	n/a	0	0.0	0.0	0	0.0	0.0

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

n/a Not applicable

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2017-2018 All Grades Status - easyCBM CCSS Math

District: River Montessori Charter School School: River Montessori Charter

Grade	Beginning	Middle	End
K	 n=41 7 ■ 4 ■ 30 ■ (17%) (10%) (73%)	 n=42 1 ■ 2 ■ 39 ■ (2%) (5%) (93%)	 n=41 1 ■ 2 ■ 38 ■ (2%) (5%) (93%)
1st	 n=26 2 ■ 6 ■ 18 ■ (8%) (23%) (69%)	 n=25 5 ■ 2 ■ 18 ■ (20%) (8%) (72%)	 n=26 6 ■ 7 ■ 13 ■ (23%) (27%) (50%)
2nd	 n=25 4 ■ 7 ■ 14 ■ (16%) (28%) (56%)	 n=22 3 ■ 6 ■ 13 ■ (14%) (27%) (59%)	 n=25 6 ■ 9 ■ 10 ■ (24%) (36%) (40%)
3rd	 n=26 3 ■ 7 ■ 16 ■ (12%) (27%) (62%)	 n=25 6 ■ 6 ■ 13 ■ (24%) (24%) (52%)	 n=23 10 ■ 5 ■ 8 ■ (43%) (22%) (35%)
4th	 n=18 5 ■ 5 ■ 8 ■ (28%) (28%) (44%)	 n=18 6 ■ 3 ■ 9 ■ (33%) (17%) (50%)	 n=18 7 ■ 8 ■ 3 ■ (39%) (44%) (17%)
5th	 n=23 7 ■ 1 ■ 15 ■ (30%) (4%) (65%)	 n=21 5 ■ 6 ■ 10 ■ (24%) (29%) (48%)	 n=17 5 ■ 6 ■ 6 ■ (29%) (35%) (35%)
6th	 n=8 3 ■ 1 ■ 4 ■ (38%) (13%) (50%)	 n=7 2 ■ 2 ■ 3 ■ (29%) (29%) (43%)	 n=1 0 ■ 0 ■ 1 ■ (0%) (0%) (100%)
All	 n=167 31 ■ 31 ■ 105 ■ (19%) (19%) (63%)	 n=160 28 ■ 27 ■ 105 ■ (18%) (17%) (66%)	 n=151 35 ■ 37 ■ 79 ■ (23%) (25%) (52%)

Legend n = Number of Students ■ 1st - 19th National Percentile ■ 20th - 39th National Percentile ■ 40th - 99th National Percentile

Results Based On Total Math Score

2017-2018 All Grades Status - easyCBM Reading

District: River Montessori Charter School School: River Montessori Charter

Grade	Beginning	Middle	End
K	 <p>n=43 14 (33%) 7 (16%) 22 (51%)</p>	 <p>n=44 13 (30%) 5 (11%) 26 (59%)</p>	 <p>n=46 18 (39%) 13 (28%) 15 (33%)</p>
1st	 <p>n=26 10 (38%) 4 (15%) 12 (46%)</p>	 <p>n=27 13 (48%) 0 (0%) 14 (52%)</p>	 <p>n=25 11 (44%) 2 (8%) 12 (48%)</p>
2nd	 <p>n=25 9 (36%) 4 (16%) 12 (48%)</p>	 <p>n=24 9 (38%) 2 (8%) 13 (54%)</p>	 <p>n=25 8 (32%) 3 (12%) 14 (56%)</p>
3rd	 <p>n=25 2 (8%) 3 (12%) 20 (80%)</p>	 <p>n=25 2 (8%) 4 (16%) 19 (76%)</p>	 <p>n=22 2 (9%) 1 (5%) 19 (86%)</p>
4th	 <p>n=18 4 (22%) 5 (28%) 9 (50%)</p>	 <p>n=18 4 (22%) 7 (39%) 7 (39%)</p>	 <p>n=18 8 (44%) 3 (17%) 7 (39%)</p>
5th	 <p>n=23 3 (13%) 6 (26%) 14 (61%)</p>	 <p>n=21 8 (38%) 3 (14%) 10 (48%)</p>	 <p>n=19 5 (26%) 3 (16%) 11 (58%)</p>
6th	 <p>n=8 2 (25%) 0 (0%) 6 (75%)</p>	 <p>n=7 2 (29%) 0 (0%) 5 (71%)</p>	 <p>n=4 1 (25%) 1 (25%) 2 (50%)</p>
All	 <p>n=168 44 (26%) 29 (17%) 95 (57%)</p>	 <p>n=166 51 (31%) 21 (13%) 94 (57%)</p>	 <p>n=159 53 (33%) 26 (16%) 80 (50%)</p>

Legend n = Number of Students ■ 1st - 19th National Percentile ■ 20th - 39th National Percentile ■ 40th - 99th National Percentile

Results Based On K-Beginning: LN-Correct K-Middle - 1st-Beginning: WRF-Correct 1st-Middle - 6th-End: PRF-CWPM

Percentage of Students who scored Met and/or Exceeded Proficiency
for English Language Arts and Math on the California SBAC

RMCS - ELA	2015	2016	2017	2018
3rd	52	38	38	54
4th	49	44	38	29
5th	58	48	43	68
6th	77	50	24	57
RMCS - Math	2015	2016	2017	2018
3rd	65	35	28	27
4th	41	47	38	12
5th	36	27	43	21
6th	50	17	24	43

OAUSD - ELA	2015	2016	2017	2018
3rd	37	47	47	45
4th	42	44	48	50
5th	44	50	48	52
6th	55	60	51	53
OAUSD - Math	2015	2016	2017	2018
3rd	37	63	53	59
4th	33	59	44	52
5th	22	52	34	33
6th	34	50	41	41

CA - ELA	2015	2016	2017	2018
3rd	38	43	44	48
4th	40	44	45	49
5th	44	49	47	49
6th	42	48	47	48
CA - Math	2015	2016	2017	2018
3rd	40	46	47	49
4th	35	38	40	43
5th	30	33	34	36
6th	32	35	36	37

above state RMCS = RiverMontessori Charter, data based on individual student scores
above OAUSD OAUSD = Old Adobe Union School District, data based on CDE published pe
above both CA = California Public Schools, data based on CDE published percentages

percentages



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2015 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

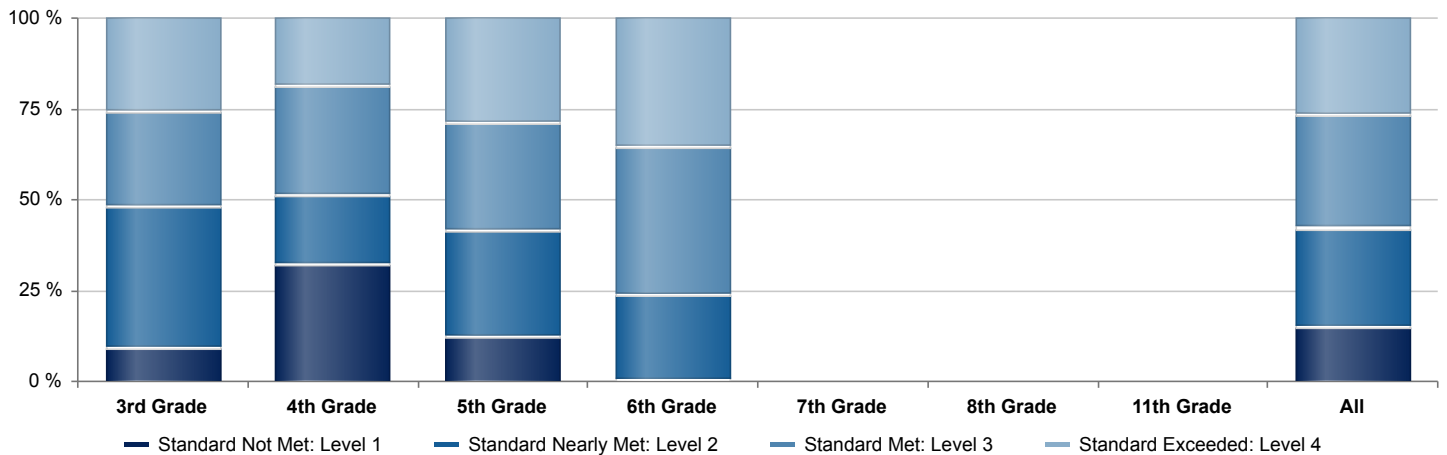
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⓘ	23	27	17	22	N/A	N/A	N/A	89
Number of Students With Scores ⓘ	23	27	17	22	N/A	N/A	N/A	89





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2439.6	2457.9	2540.2	2581.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	26 %	19 %	29 %	36 %	N/A	N/A	N/A	27 %
Standard Met: Level 3 	26 %	30 %	29 %	41 %	N/A	N/A	N/A	31 %
Standard Nearly Met: Level 2 	39 %	19 %	29 %	23 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 	9 %	33 %	12 %	0 %	N/A	N/A	N/A	15 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	39 %	15 %	35 %	36 %	N/A	N/A	N/A	30 %
At or Near Standard 	43 %	63 %	35 %	41 %	N/A	N/A	N/A	47 %
Below Standard 	17 %	22 %	29 %	23 %	N/A	N/A	N/A	22 %





Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	27 %	26 %	18 %	55 %	N/A	N/A	N/A	32 %
At or Near Standard 	55 %	44 %	76 %	45 %	N/A	N/A	N/A	53 %
Below Standard 	18 %	30 %	6 %	0 %	N/A	N/A	N/A	15 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26 %	7 %	24 %	32 %	N/A	N/A	N/A	21 %
At or Near Standard 	70 %	81 %	53 %	68 %	N/A	N/A	N/A	70 %
Below Standard 	4 %	11 %	24 %	0 %	N/A	N/A	N/A	9 %

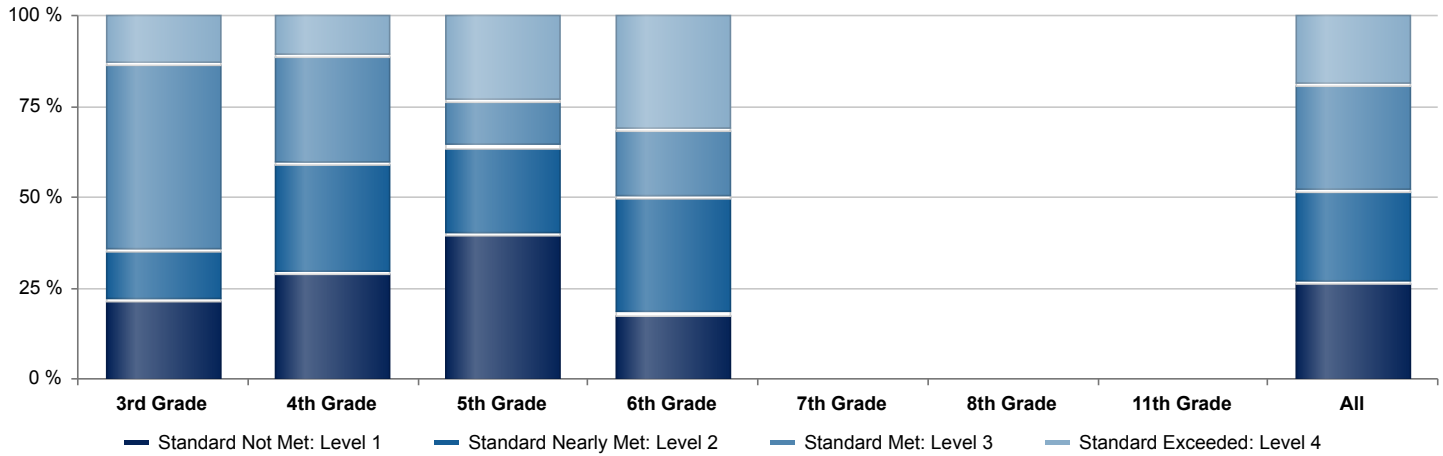
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	22 %	22 %	47 %	41 %	N/A	N/A	N/A	32 %
At or Near Standard 	48 %	61 %	47 %	45 %	N/A	N/A	N/A	51 %
Below Standard 	30 %	17 %	6 %	14 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⁱ	23	27	17	22	N/A	N/A	N/A	89
Number of Students With Scores ⁱ	23	27	17	22	N/A	N/A	N/A	89
Mean Scale Score	2440.9	2458.6	2497.3	2562.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	13 %	11 %	24 %	32 %	N/A	N/A	N/A	19 %
Standard Met: Level 3 ⁱ	52 %	30 %	12 %	18 %	N/A	N/A	N/A	29 %
Standard Nearly Met: Level 2 ⁱ	13 %	30 %	24 %	32 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 ⁱ	22 %	30 %	41 %	18 %	N/A	N/A	N/A	27 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	61 %	22 %	29 %	36 %	N/A	N/A	N/A	37 %
At or Near Standard ⁱ	13 %	30 %	29 %	36 %	N/A	N/A	N/A	27 %

Below Standard ⓘ	26 %	48 %	41 %	27 %	N/A	N/A	N/A	36 %
------------------	------	------	------	------	-----	-----	-----	------

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	48 %	26 %	12 %	23 %	N/A	N/A	N/A	28 %
	At or Near Standard ⓘ	26 %	44 %	53 %	68 %	N/A	N/A	N/A	47 %
	Below Standard ⓘ	26 %	30 %	35 %	9 %	N/A	N/A	N/A	25 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	13 %	15 %	24 %	27 %	N/A	N/A	N/A	19 %
	At or Near Standard ⓘ	57 %	48 %	47 %	55 %	N/A	N/A	N/A	52 %
	Below Standard ⓘ	30 %	37 %	29 %	18 %	N/A	N/A	N/A	29 %

[Mathematics Area Achievement Level Descriptors](#)



[Return to Test Results Search](#)

[Print Report](#)

2016 CAASPP Test Results

River Montessori Elementary Charter School

All Students - California Standards Test Scores

County Name: Sonoma County
District Name: River Montessori Elementary Charter District
School Name: River Montessori Elementary Charter School
CDS Code: 49-70847-0119750

Total Enrollment - All Students: 21
Total Number Tested - All Students: 19
Total Students with Scores - All Students: 19

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.
An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	21	N/A	N/A	N/A	N/A	N/A	N/A

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	19	N/A	N/A	N/A	N/A	N/A	N/A
Students with Scores	N/A	N/A	N/A	19	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score	N/A	N/A	N/A	363.4	N/A	N/A	N/A	N/A	N/A	N/A
% Advanced	N/A	N/A	N/A	16 %	N/A	N/A	N/A	N/A	N/A	N/A
% Proficient	N/A	N/A	N/A	47 %	N/A	N/A	N/A	N/A	N/A	N/A
% Basic	N/A	N/A	N/A	26 %	N/A	N/A	N/A	N/A	N/A	N/A
% Below Basic	N/A	N/A	N/A	5 %	N/A	N/A	N/A	N/A	N/A	N/A
% Far Below Basic	N/A	N/A	N/A	5 %	N/A	N/A	N/A	N/A	N/A	N/A

California Department of Education

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[Print Report](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2017 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

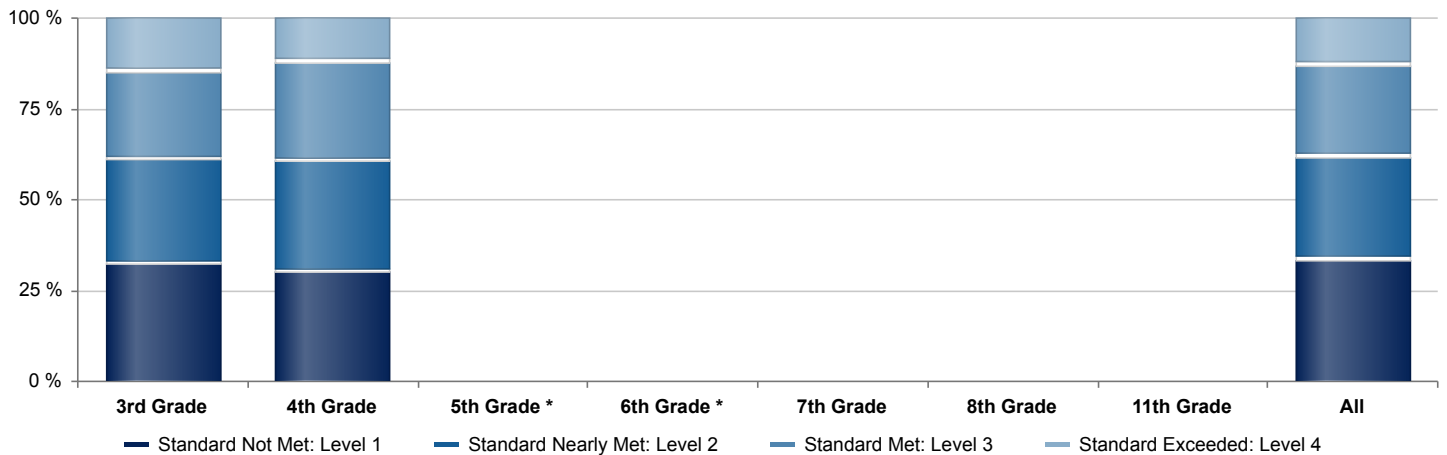
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	21	28	*	*	N/A	N/A	N/A	67
# of Students Tested ⁱ	21	26	*	*	N/A	N/A	N/A	64
# of Students With Scores ⁱ	21	26	*	*	N/A	N/A	N/A	64


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2408.7	2446.3	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	14.29 %	11.54 %	*	*	N/A	N/A	N/A	12.50 %
Standard Met: Level 3 ¹	23.81 %	26.92 %	*	*	N/A	N/A	N/A	25.00 %
Standard Nearly Met: Level 2 ¹	28.57 %	30.77 %	*	*	N/A	N/A	N/A	28.13 %
Standard Not Met: Level 1 ¹	33.33 %	30.77 %	*	*	N/A	N/A	N/A	34.38 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	9.52 %	19.23 %	*	*	N/A	N/A	N/A	15.63 %
Near Standard ¹	52.38 %	57.69 %	*	*	N/A	N/A	N/A	56.25 %
Below Standard ¹	38.10 %	23.08 %	*	*	N/A	N/A	N/A	28.13 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	9.52 %	7.69 %	*	*	N/A	N/A	N/A	10.94 %
Near Standard ¹	66.67 %	61.54 %	*	*	N/A	N/A	N/A	59.38 %
Below Standard ¹	23.81 %	30.77 %	*	*	N/A	N/A	N/A	29.69 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	9.52 %	7.69 %	*	*	N/A	N/A	N/A	9.38 %
Near Standard ¹	76.19 %	65.38 %	*	*	N/A	N/A	N/A	68.75 %
Below Standard ¹	14.29 %	26.92 %	*	*	N/A	N/A	N/A	21.88 %

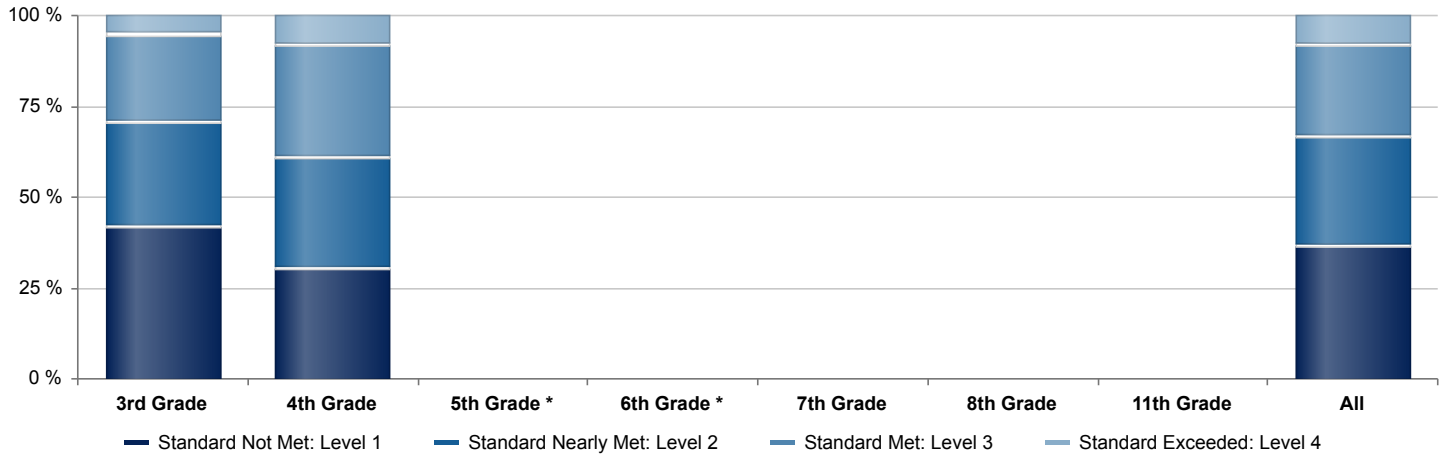
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14.29 %	19.23 %	*	*	N/A	N/A	N/A	18.75 %
Near Standard ¹	57.14 %	57.69 %	*	*	N/A	N/A	N/A	51.56 %
Below Standard ¹	28.57 %	23.08 %	*	*	N/A	N/A	N/A	29.69 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	21	28	*	*	N/A	N/A	N/A	67
# of Students Tested ⓘ	21	26	*	*	N/A	N/A	N/A	64
# of Students With Scores ⓘ	21	26	*	*	N/A	N/A	N/A	64
Mean Scale Score	2391.6	2447.6	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	4.76 %	7.69 %	*	*	N/A	N/A	N/A	7.81 %
Standard Met: Level 3 ⓘ	23.81 %	30.77 %	*	*	N/A	N/A	N/A	25.00 %
Standard Nearly Met: Level 2 ⓘ	28.57 %	30.77 %	*	*	N/A	N/A	N/A	29.69 %
Standard Not Met: Level 1 ⓘ	42.86 %	30.77 %	*	*	N/A	N/A	N/A	37.50 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	9.52 %	15.38 %	*	*	N/A	N/A	N/A	14.06 %
Near Standard ⓘ	33.33 %	38.46 %	*	*	N/A	N/A	N/A	35.94 %

	Below Standard ¹	57.14 %	46.15 %	*	*	N/A	N/A	N/A	50.00 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	4.76 %	11.54 %	*	*	N/A	N/A	N/A	12.50 %
	Near Standard ¹	66.67 %	53.85 %	*	*	N/A	N/A	N/A	51.56 %
	Below Standard ¹	28.57 %	34.62 %	*	*	N/A	N/A	N/A	35.94 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	14.29 %	19.23 %	*	*	N/A	N/A	N/A	15.63 %
	Near Standard ¹	57.14 %	57.69 %	*	*	N/A	N/A	N/A	51.56 %
	Below Standard ¹	28.57 %	23.08 %	*	*	N/A	N/A	N/A	32.81 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2018 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

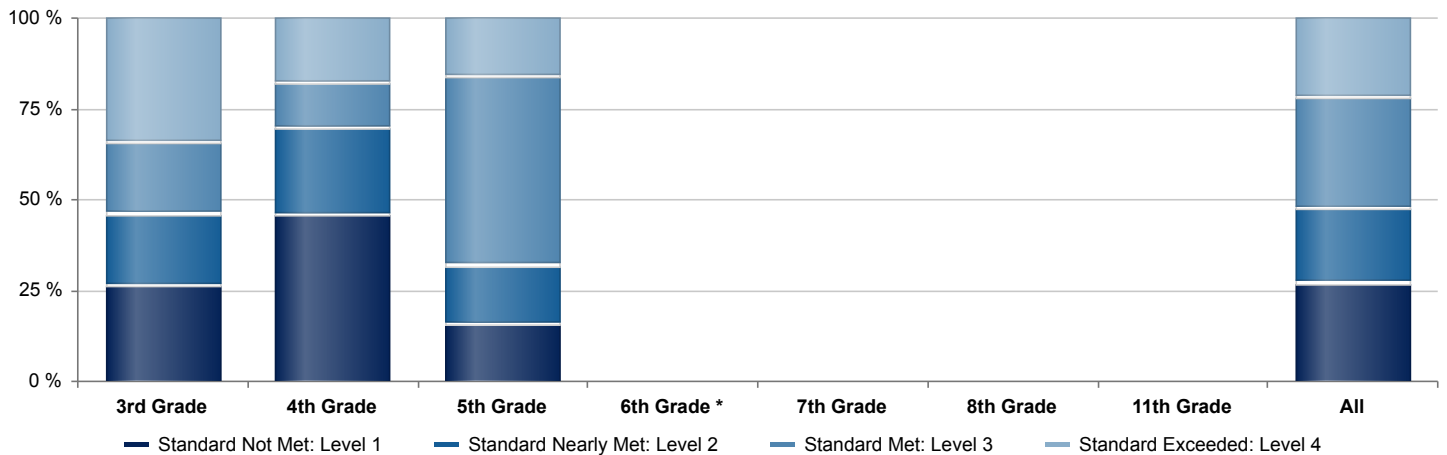
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	27	18	20	*	N/A	N/A	N/A	72
# of Students Tested ⁽ⁱ⁾	26	17	19	*	N/A	N/A	N/A	69
# of Students With Scores ⁽ⁱ⁾	26	17	19	*	N/A	N/A	N/A	69


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2429.3	2428.9	2511.8	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	34.62 %	17.65 %	15.79 %	*	N/A	N/A	N/A	21.74 %
Standard Met: Level 3 ¹	19.23 %	11.76 %	52.63 %	*	N/A	N/A	N/A	30.43 %
Standard Nearly Met: Level 2 ¹	19.23 %	23.53 %	15.79 %	*	N/A	N/A	N/A	20.29 %
Standard Not Met: Level 1 ¹	26.92 %	47.06 %	15.79 %	*	N/A	N/A	N/A	27.54 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	38.46 %	23.53 %	36.84 %	*	N/A	N/A	N/A	30.43 %
Near Standard ¹	30.77 %	23.53 %	47.37 %	*	N/A	N/A	N/A	39.13 %
Below Standard ¹	30.77 %	52.94 %	15.79 %	*	N/A	N/A	N/A	30.43 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.08 %	11.76 %	21.05 %	*	N/A	N/A	N/A	17.39 %
Near Standard ¹	46.15 %	29.41 %	63.16 %	*	N/A	N/A	N/A	47.83 %
Below Standard ¹	30.77 %	58.82 %	15.79 %	*	N/A	N/A	N/A	34.78 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.92 %	23.53 %	10.53 %	*	N/A	N/A	N/A	20.29 %
Near Standard ¹	50.00 %	47.06 %	68.42 %	*	N/A	N/A	N/A	56.52 %
Below Standard ¹	23.08 %	29.41 %	21.05 %	*	N/A	N/A	N/A	23.19 %

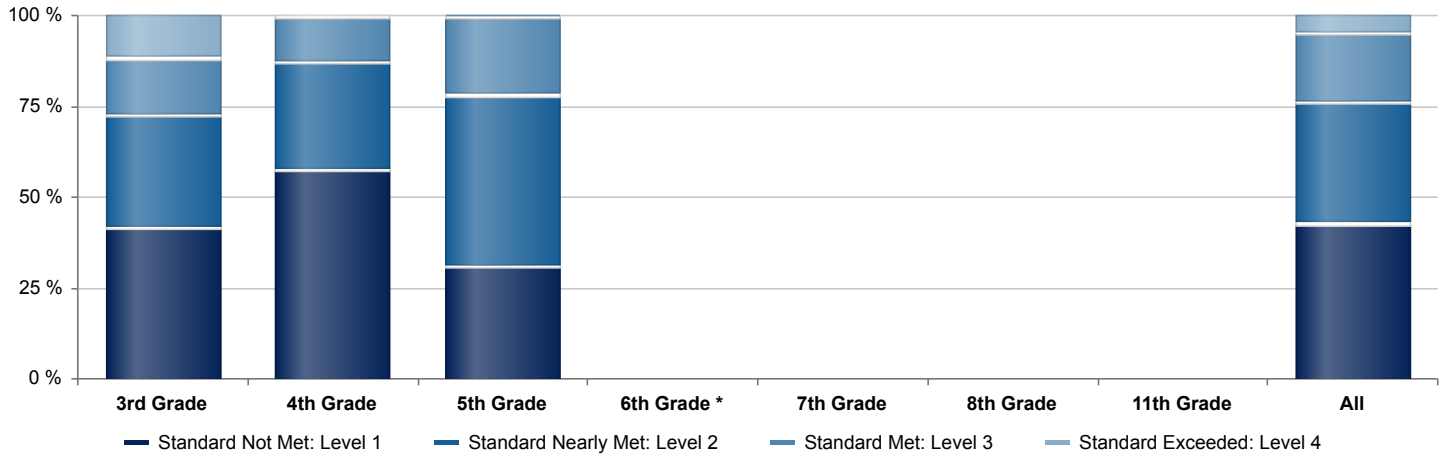
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.92 %	5.88 %	26.32 %	*	N/A	N/A	N/A	18.84 %
Near Standard ¹	42.31 %	76.47 %	57.89 %	*	N/A	N/A	N/A	59.42 %
Below Standard ¹	30.77 %	17.65 %	15.79 %	*	N/A	N/A	N/A	21.74 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	27	18	20	*	N/A	N/A	N/A	72
# of Students Tested ⓘ	26	17	19	*	N/A	N/A	N/A	69
# of Students With Scores ⓘ	26	17	19	*	N/A	N/A	N/A	69
Mean Scale Score	2388.3	2411.6	2459.9	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	11.54 %	0.00 %	0.00 %	*	N/A	N/A	N/A	4.35 %
Standard Met: Level 3 ⓘ	15.38 %	11.76 %	21.05 %	*	N/A	N/A	N/A	18.84 %
Standard Nearly Met: Level 2 ⓘ	30.77 %	29.41 %	47.37 %	*	N/A	N/A	N/A	33.33 %
Standard Not Met: Level 1 ⓘ	42.31 %	58.82 %	31.58 %	*	N/A	N/A	N/A	43.48 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	11.54 %	11.76 %	0.00 %	*	N/A	N/A	N/A	8.70 %
Near Standard ⓘ	46.15 %	5.88 %	31.58 %	*	N/A	N/A	N/A	28.99 %

Below Standard ¹	42.31 %	82.35 %	68.42 %	*	N/A	N/A	N/A	62.32 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	15.38 %	5.88 %	10.53 %	*	N/A	N/A	N/A	13.04 %
	Near Standard ¹	38.46 %	47.06 %	68.42 %	*	N/A	N/A	N/A	46.38 %
	Below Standard ¹	46.15 %	47.06 %	21.05 %	*	N/A	N/A	N/A	40.58 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	11.54 %	5.88 %	5.26 %	*	N/A	N/A	N/A	8.70 %
	Near Standard ¹	42.31 %	35.29 %	68.42 %	*	N/A	N/A	N/A	49.28 %
	Below Standard ¹	46.15 %	58.82 %	26.32 %	*	N/A	N/A	N/A	42.03 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

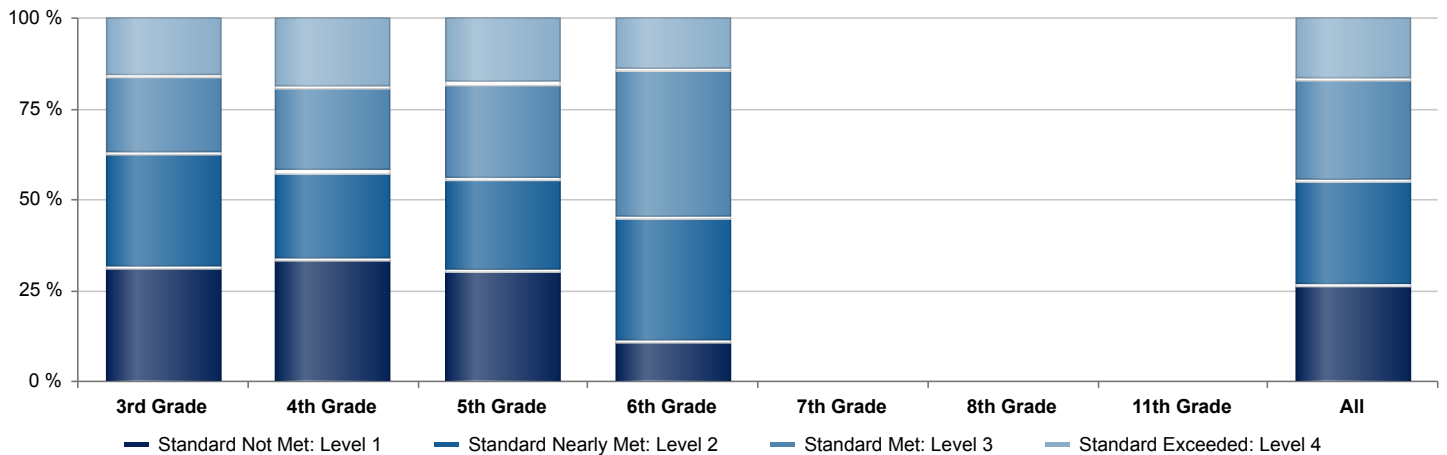
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	258	232	257	253	N/A	N/A	N/A	1,000
Number of Students Tested ⁱ	253	231	253	247	N/A	N/A	N/A	984
Number of Students With Scores ⁱ	253	217	246	247	N/A	N/A	N/A	963


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2406.3	2454.6	2489.8	2537.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	16 %	19 %	18 %	14 %	N/A	N/A	N/A	17 %
Standard Met: Level 3 ¹	21 %	23 %	26 %	41 %	N/A	N/A	N/A	28 %
Standard Nearly Met: Level 2 ¹	32 %	24 %	25 %	34 %	N/A	N/A	N/A	29 %
Standard Not Met: Level 1 ¹	32 %	34 %	31 %	11 %	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14 %	18 %	19 %	15 %	N/A	N/A	N/A	17 %
At or Near Standard ¹	44 %	49 %	46 %	62 %	N/A	N/A	N/A	50 %
Below Standard ¹	42 %	33 %	35 %	23 %	N/A	N/A	N/A	33 %


Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	19 %	19 %	23 %	25 %	N/A	N/A	N/A	22 %
At or Near Standard ¹	45 %	50 %	47 %	60 %	N/A	N/A	N/A	50 %
Below Standard ¹	37 %	31 %	30 %	15 %	N/A	N/A	N/A	28 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	16 %	13 %	18 %	N/A	N/A	N/A	15 %
At or Near Standard ¹	66 %	61 %	64 %	71 %	N/A	N/A	N/A	66 %
Below Standard ¹	19 %	23 %	24 %	11 %	N/A	N/A	N/A	19 %

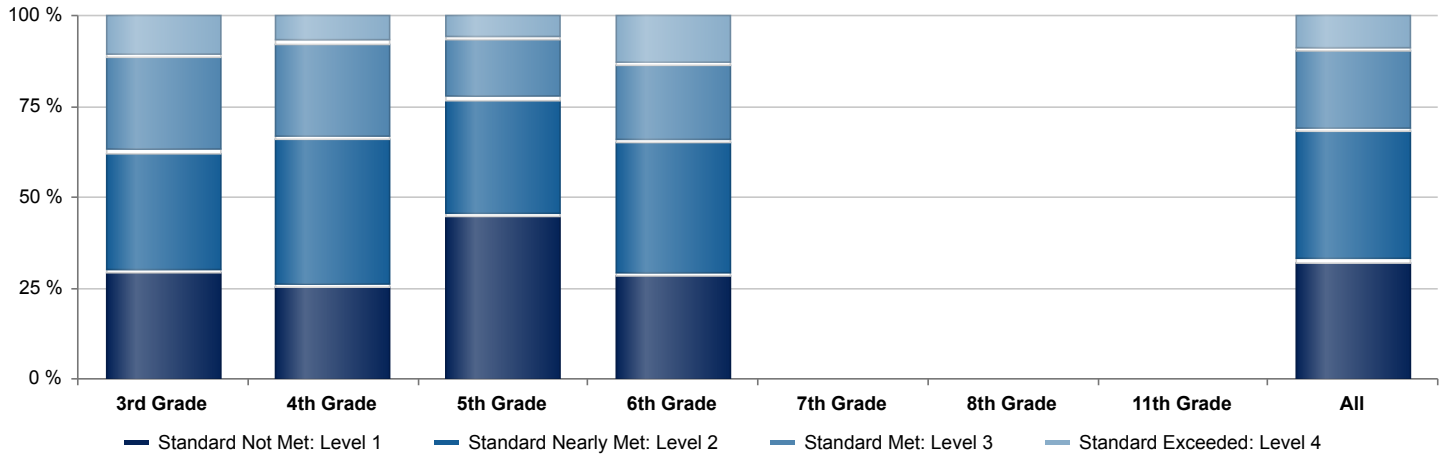
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	16 %	23 %	20 %	N/A	N/A	N/A	19 %
At or Near Standard ¹	50 %	59 %	61 %	68 %	N/A	N/A	N/A	59 %
Below Standard ¹	32 %	25 %	16 %	12 %	N/A	N/A	N/A	21 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁱ	258	232	257	253	N/A	N/A	N/A	1,000
Number of Students Tested ⁱ	253	231	254	247	N/A	N/A	N/A	985
Number of Students With Scores ⁱ	253	217	247	247	N/A	N/A	N/A	964
Mean Scale Score	2414.3	2455.2	2464.2	2511.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	11 %	7 %	6 %	13 %	N/A	N/A	N/A	9 %
Standard Met: Level 3 ⁱ	26 %	26 %	16 %	21 %	N/A	N/A	N/A	22 %
Standard Nearly Met: Level 2 ⁱ	33 %	41 %	32 %	37 %	N/A	N/A	N/A	36 %
Standard Not Met: Level 1 ⁱ	30 %	26 %	46 %	29 %	N/A	N/A	N/A	33 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	19 %	15 %	9 %	17 %	N/A	N/A	N/A	15 %
At or Near Standard ⁱ	38 %	44 %	32 %	38 %	N/A	N/A	N/A	38 %

Below Standard ⁱ	43 %	41 %	59 %	45 %	N/A	N/A	N/A	47 %
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PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁱ	18 %	14 %	12 %	15 %	N/A	N/A	N/A	15 %
	At or Near Standard ⁱ	47 %	53 %	36 %	53 %	N/A	N/A	N/A	47 %
	Below Standard ⁱ	35 %	34 %	52 %	31 %	N/A	N/A	N/A	38 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁱ	18 %	12 %	7 %	14 %	N/A	N/A	N/A	13 %
	At or Near Standard ⁱ	62 %	54 %	45 %	58 %	N/A	N/A	N/A	55 %
	Below Standard ⁱ	20 %	34 %	48 %	28 %	N/A	N/A	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union School District

CDS Code: 49-70847-0000000

District: Old Adobe Union School District

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2016 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

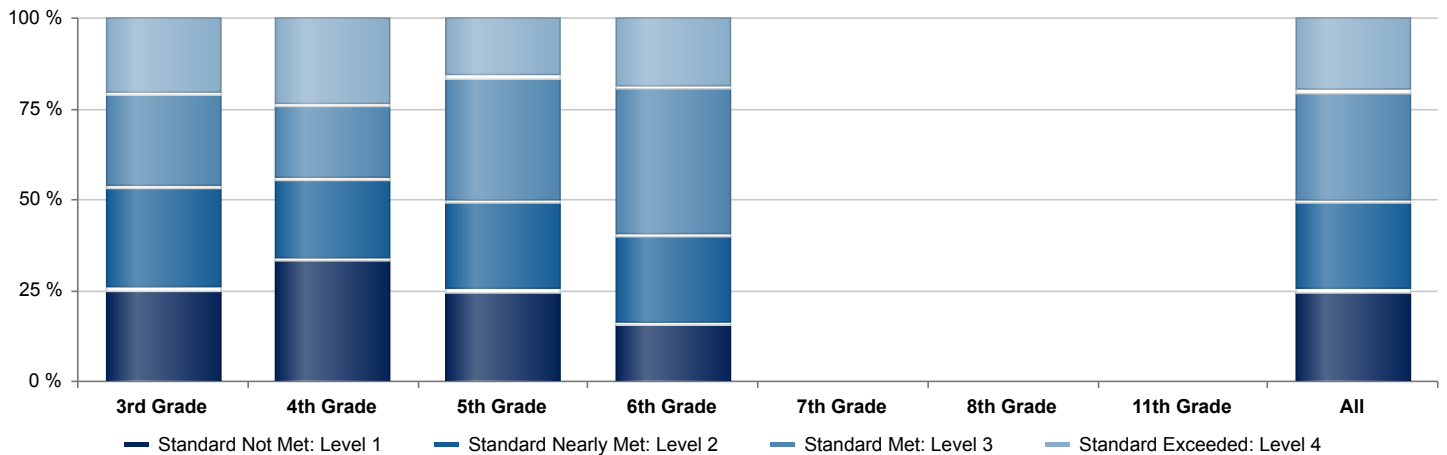
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	219	259	230	256	N/A	N/A	N/A	964
# of Students Tested ⁽ⁱ⁾	214	255	229	251	N/A	N/A	N/A	949
# of Students With Scores ⁽ⁱ⁾	214	255	229	251	N/A	N/A	N/A	949


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2418.1	2463.7	2499.4	2542.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21 %	24 %	16 %	19 %	N/A	N/A	N/A	20 %
Standard Met: Level 3 ¹	26 %	20 %	34 %	41 %	N/A	N/A	N/A	30 %
Standard Nearly Met: Level 2 ¹	28 %	22 %	24 %	24 %	N/A	N/A	N/A	24 %
Standard Not Met: Level 1 ¹	26 %	34 %	25 %	16 %	N/A	N/A	N/A	25 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	20 %	21 %	23 %	N/A	N/A	N/A	21 %
Near Standard ¹	48 %	45 %	45 %	48 %	N/A	N/A	N/A	47 %
Below Standard ¹	31 %	35 %	34 %	29 %	N/A	N/A	N/A	32 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	16 %	21 %	26 %	29 %	N/A	N/A	N/A	23 %
Near Standard ¹	52 %	51 %	51 %	51 %	N/A	N/A	N/A	51 %
Below Standard ¹	32 %	29 %	23 %	20 %	N/A	N/A	N/A	26 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	16 %	10 %	19 %	N/A	N/A	N/A	16 %
Near Standard ¹	64 %	67 %	72 %	73 %	N/A	N/A	N/A	69 %
Below Standard ¹	19 %	17 %	17 %	8 %	N/A	N/A	N/A	15 %

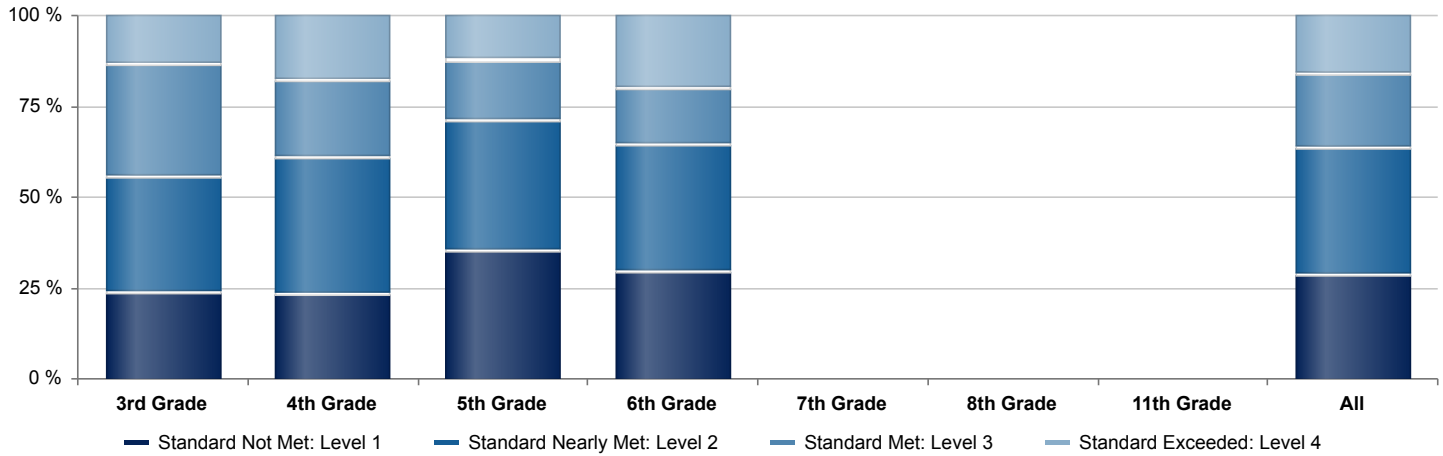
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23 %	24 %	25 %	31 %	N/A	N/A	N/A	26 %
Near Standard ¹	54 %	52 %	61 %	58 %	N/A	N/A	N/A	56 %
Below Standard ¹	23 %	24 %	14 %	12 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	219	259	230	256	N/A	N/A	N/A	964
# of Students Tested ⓘ	216	257	229	252	N/A	N/A	N/A	954
# of Students With Scores ⓘ	216	256	229	252	N/A	N/A	N/A	953
Mean Scale Score	2422.8	2467.3	2484.3	2521.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	13 %	18 %	12 %	20 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ⓘ	31 %	21 %	16 %	15 %	N/A	N/A	N/A	20 %
Standard Nearly Met: Level 2 ⓘ	32 %	38 %	36 %	35 %	N/A	N/A	N/A	35 %
Standard Not Met: Level 1 ⓘ	24 %	24 %	36 %	30 %	N/A	N/A	N/A	29 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	23 %	27 %	17 %	23 %	N/A	N/A	N/A	23 %
Near Standard ⓘ	42 %	29 %	34 %	35 %	N/A	N/A	N/A	35 %

Below Standard ¹	35 %	44 %	49 %	42 %	N/A	N/A	N/A	43 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25 %	18 %	12 %	17 %	N/A	N/A	N/A	18 %
	Near Standard ¹	46 %	52 %	48 %	47 %	N/A	N/A	N/A	48 %
	Below Standard ¹	29 %	30 %	41 %	36 %	N/A	N/A	N/A	34 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	19 %	23 %	13 %	19 %	N/A	N/A	N/A	18 %
	Near Standard ¹	59 %	47 %	51 %	52 %	N/A	N/A	N/A	52 %
	Below Standard ¹	22 %	30 %	36 %	29 %	N/A	N/A	N/A	30 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

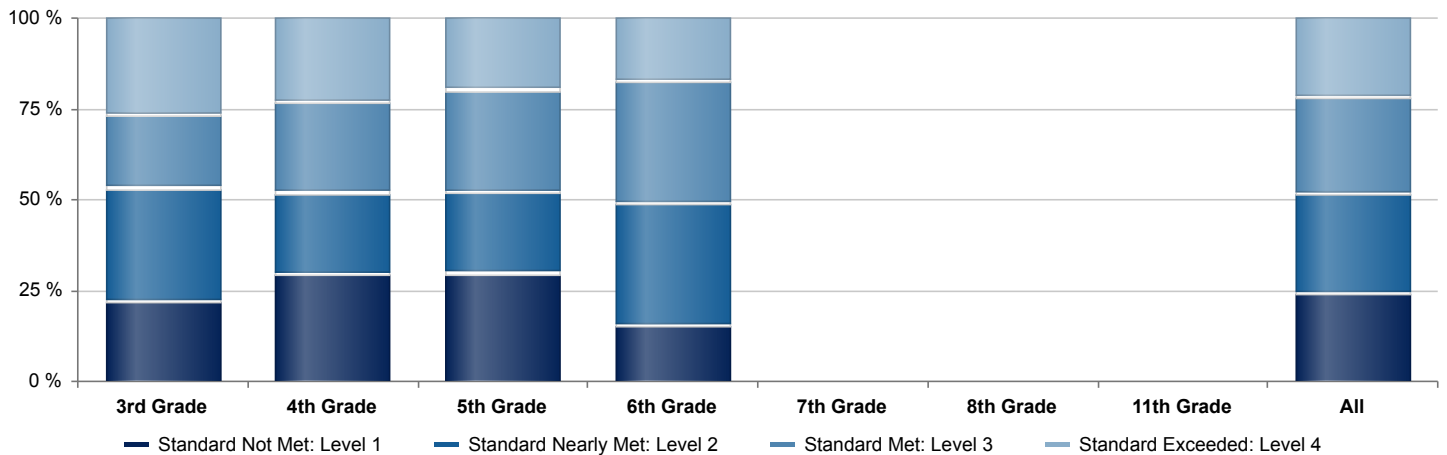
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	241	221	259	233	N/A	N/A	N/A	954
# of Students Tested ⁽ⁱ⁾	234	217	258	231	N/A	N/A	N/A	940
# of Students With Scores ⁽ⁱ⁾	234	217	258	231	N/A	N/A	N/A	940


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2429.4	2462.9	2495.7	2535.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	26.92 %	23.04 %	19.77 %	17.32 %	N/A	N/A	N/A	21.70 %
Standard Met: Level 3 ¹	19.66 %	24.88 %	27.91 %	33.77 %	N/A	N/A	N/A	26.60 %
Standard Nearly Met: Level 2 ¹	31.20 %	22.12 %	22.09 %	33.33 %	N/A	N/A	N/A	27.13 %
Standard Not Met: Level 1 ¹	22.22 %	29.95 %	30.23 %	15.58 %	N/A	N/A	N/A	24.57 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20.94 %	22.58 %	20.16 %	22.51 %	N/A	N/A	N/A	21.49 %
Near Standard ¹	43.59 %	49.77 %	49.22 %	53.68 %	N/A	N/A	N/A	49.04 %
Below Standard ¹	35.47 %	27.65 %	30.62 %	23.81 %	N/A	N/A	N/A	29.47 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.50 %	23.04 %	31.01 %	27.39 %	N/A	N/A	N/A	27.16 %
Near Standard ¹	51.28 %	49.77 %	42.64 %	48.26 %	N/A	N/A	N/A	47.82 %
Below Standard ¹	22.22 %	27.19 %	26.36 %	24.35 %	N/A	N/A	N/A	25.03 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.08 %	15.67 %	17.05 %	20.35 %	N/A	N/A	N/A	19.04 %
Near Standard ¹	59.83 %	58.06 %	61.24 %	64.50 %	N/A	N/A	N/A	60.96 %
Below Standard ¹	17.09 %	26.27 %	21.71 %	15.15 %	N/A	N/A	N/A	20.00 %

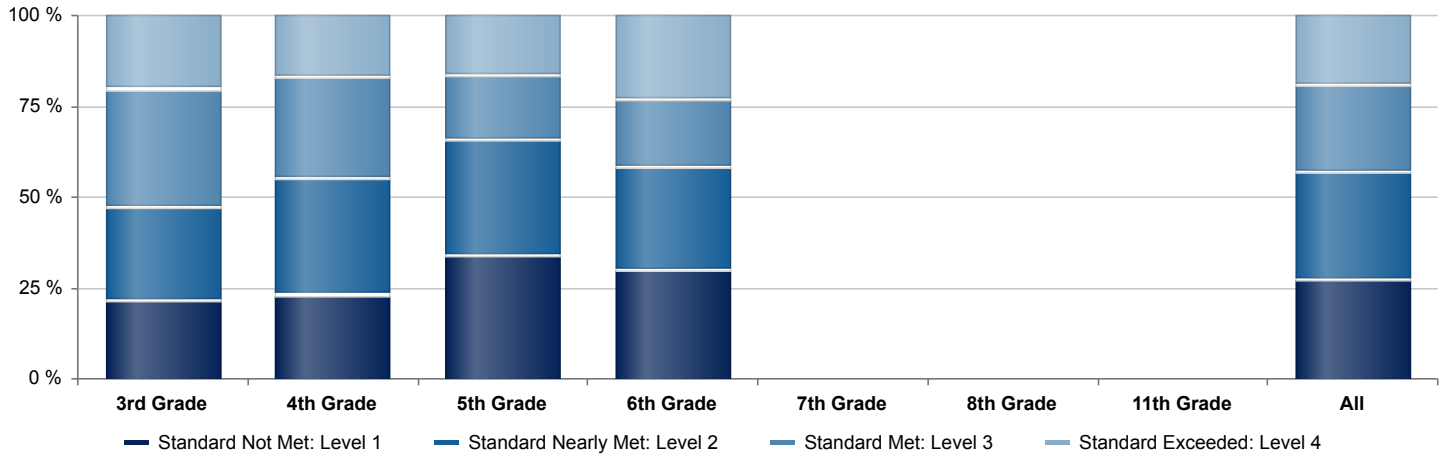
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	31.20 %	19.82 %	24.03 %	23.81 %	N/A	N/A	N/A	24.79 %
Near Standard ¹	50.85 %	58.53 %	50.00 %	58.44 %	N/A	N/A	N/A	54.26 %
Below Standard ¹	17.95 %	21.66 %	25.97 %	17.75 %	N/A	N/A	N/A	20.96 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	241	221	259	233	N/A	N/A	N/A	954
# of Students Tested ⁱ	237	218	258	233	N/A	N/A	N/A	946
# of Students With Scores ⁱ	237	218	258	233	N/A	N/A	N/A	946
Mean Scale Score	2439.8	2470.6	2492.2	2524.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	20.25 %	16.97 %	16.28 %	23.18 %	N/A	N/A	N/A	19.13 %
Standard Met: Level 3 ⁱ	32.49 %	27.52 %	17.44 %	18.03 %	N/A	N/A	N/A	23.68 %
Standard Nearly Met: Level 2 ⁱ	25.32 %	32.11 %	31.78 %	28.33 %	N/A	N/A	N/A	29.39 %
Standard Not Met: Level 1 ⁱ	21.94 %	23.39 %	34.50 %	30.47 %	N/A	N/A	N/A	27.80 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	31.65 %	27.06 %	23.64 %	29.61 %	N/A	N/A	N/A	27.91 %
Near Standard ⁱ	38.40 %	34.40 %	31.01 %	27.04 %	N/A	N/A	N/A	32.66 %

Below Standard ¹	29.96 %	38.53 %	45.35 %	43.35 %	N/A	N/A	N/A	39.43 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	32.49 %	23.85 %	14.34 %	21.03 %	N/A	N/A	N/A	22.73 %
	Near Standard ¹	47.26 %	44.95 %	50.78 %	44.21 %	N/A	N/A	N/A	46.93 %
	Below Standard ¹	20.25 %	31.19 %	34.88 %	34.76 %	N/A	N/A	N/A	30.34 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	27.85 %	25.69 %	14.73 %	26.61 %	N/A	N/A	N/A	23.47 %
	Near Standard ¹	54.43 %	43.58 %	52.33 %	39.91 %	N/A	N/A	N/A	47.78 %
	Below Standard ¹	17.72 %	30.73 %	32.95 %	33.48 %	N/A	N/A	N/A	28.75 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: District: Old Adobe Union

CDS Code: 49-70847-0000000

District: Old Adobe Union

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

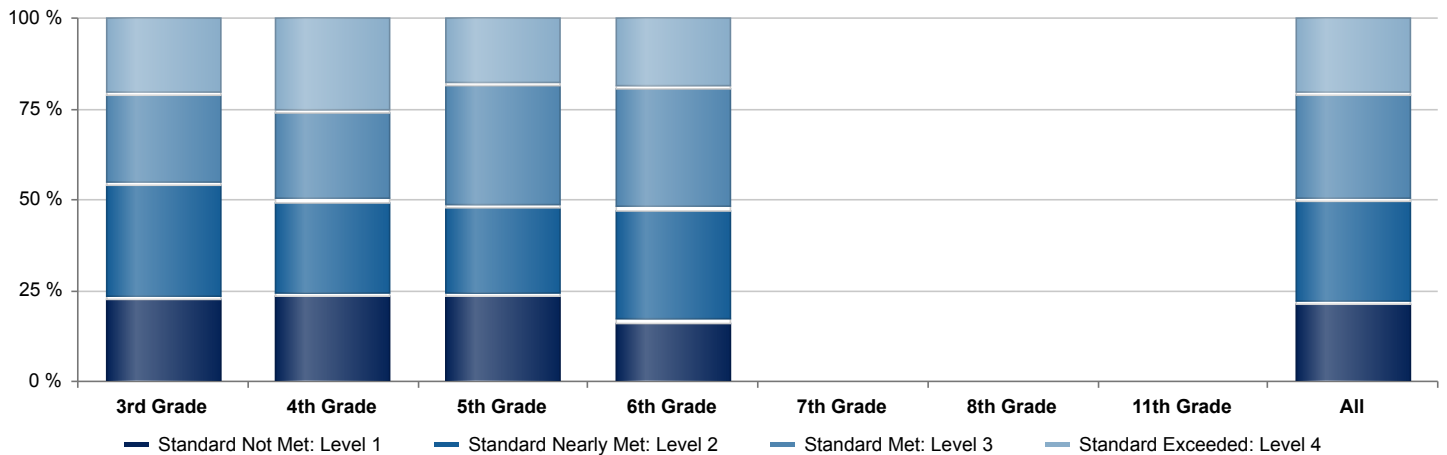
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	227	236	229	263	N/A	N/A	N/A	955
# of Students Tested ⁽ⁱ⁾	225	229	224	259	N/A	N/A	N/A	937
# of Students With Scores ⁽ⁱ⁾	225	229	224	259	N/A	N/A	N/A	937


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2426.7	2475.2	2501.1	2539.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.89 %	25.76 %	18.30 %	18.92 %	N/A	N/A	N/A	20.92 %
Standard Met: Level 3 ¹	24.44 %	24.45 %	33.48 %	33.59 %	N/A	N/A	N/A	29.14 %
Standard Nearly Met: Level 2 ¹	31.56 %	25.76 %	24.11 %	30.89 %	N/A	N/A	N/A	28.18 %
Standard Not Met: Level 1 ¹	23.11 %	24.02 %	24.11 %	16.60 %	N/A	N/A	N/A	21.77 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.11 %	23.14 %	25.00 %	24.71 %	N/A	N/A	N/A	24.01 %
Near Standard ¹	47.56 %	51.97 %	48.66 %	45.17 %	N/A	N/A	N/A	48.24 %
Below Standard ¹	29.33 %	24.89 %	26.34 %	30.12 %	N/A	N/A	N/A	27.75 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18.30 %	25.76 %	22.77 %	32.05 %	N/A	N/A	N/A	25.00 %
Near Standard ¹	54.02 %	51.53 %	51.79 %	49.81 %	N/A	N/A	N/A	51.71 %
Below Standard ¹	27.68 %	22.71 %	25.45 %	18.15 %	N/A	N/A	N/A	23.29 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18.67 %	16.59 %	16.96 %	18.53 %	N/A	N/A	N/A	17.72 %
Near Standard ¹	64.44 %	69.00 %	65.63 %	66.80 %	N/A	N/A	N/A	66.49 %
Below Standard ¹	16.89 %	14.41 %	17.41 %	14.67 %	N/A	N/A	N/A	15.80 %

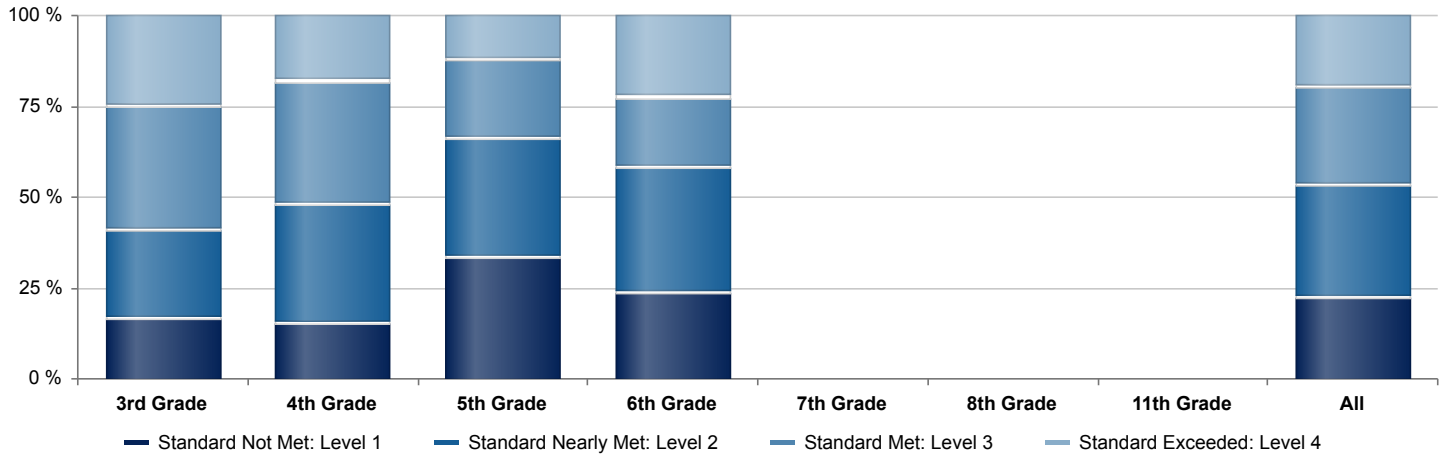
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	29.33 %	22.71 %	26.79 %	24.71 %	N/A	N/A	N/A	25.83 %
Near Standard ¹	52.89 %	58.08 %	53.13 %	61.39 %	N/A	N/A	N/A	56.56 %
Below Standard ¹	17.78 %	19.21 %	20.09 %	13.90 %	N/A	N/A	N/A	17.61 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	227	236	229	263	N/A	N/A	N/A	955
# of Students Tested ⁱ	225	228	223	258	N/A	N/A	N/A	934
# of Students With Scores ⁱ	225	228	223	258	N/A	N/A	N/A	934
Mean Scale Score	2451.7	2485.8	2484.2	2529.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	24.89 %	17.98 %	11.66 %	22.48 %	N/A	N/A	N/A	19.38 %
Standard Met: Level 3 ⁱ	34.22 %	33.77 %	21.52 %	18.99 %	N/A	N/A	N/A	26.87 %
Standard Nearly Met: Level 2 ⁱ	24.00 %	32.89 %	32.74 %	34.50 %	N/A	N/A	N/A	31.16 %
Standard Not Met: Level 1 ⁱ	16.89 %	15.35 %	34.08 %	24.03 %	N/A	N/A	N/A	22.59 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	40.44 %	32.46 %	18.39 %	27.13 %	N/A	N/A	N/A	29.55 %
Near Standard ⁱ	34.67 %	39.47 %	30.94 %	37.60 %	N/A	N/A	N/A	35.76 %

Below Standard ¹	24.89 %	28.07 %	50.67 %	35.27 %	N/A	N/A	N/A	34.69 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	37.78 %	27.63 %	15.25 %	21.32 %	N/A	N/A	N/A	25.37 %
	Near Standard ¹	44.44 %	48.25 %	50.22 %	44.19 %	N/A	N/A	N/A	46.68 %
	Below Standard ¹	17.78 %	24.12 %	34.53 %	34.50 %	N/A	N/A	N/A	27.94 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	31.11 %	24.56 %	13.00 %	23.26 %	N/A	N/A	N/A	23.02 %
	Near Standard ¹	55.56 %	53.95 %	51.12 %	48.45 %	N/A	N/A	N/A	52.14 %
	Below Standard ¹	13.33 %	21.49 %	35.87 %	28.29 %	N/A	N/A	N/A	24.84 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2016 ▼

Select Student Group:

All Students (Default) ▼

Apply Selections

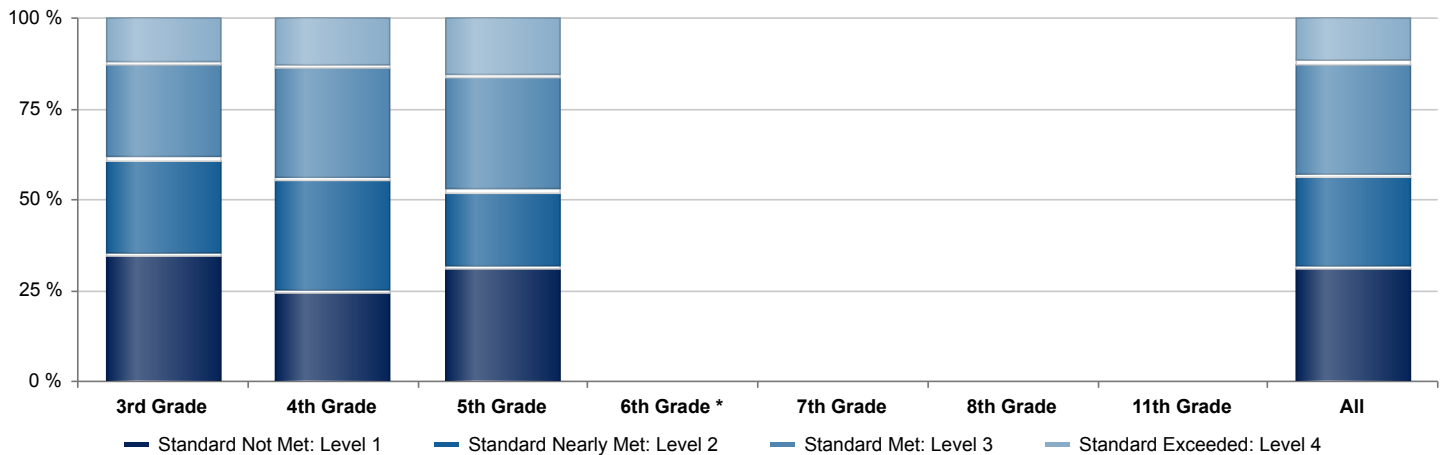
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	34	17	21	6	N/A	N/A	N/A	78
# of Students Tested ¹	34	17	19	6	N/A	N/A	N/A	76
# of Students With Scores ¹	34	16	19	6	N/A	N/A	N/A	75


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2411.3	2468.7	2503.4	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	12 %	13 %	16 %	*	N/A	N/A	N/A	12 %
Standard Met: Level 3 ¹	26 %	31 %	32 %	*	N/A	N/A	N/A	31 %
Standard Nearly Met: Level 2 ¹	26 %	31 %	21 %	*	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 ¹	35 %	25 %	32 %	*	N/A	N/A	N/A	32 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	13 %	26 %	*	N/A	N/A	N/A	19 %
Near Standard ¹	38 %	69 %	58 %	*	N/A	N/A	N/A	49 %
Below Standard ¹	44 %	19 %	16 %	*	N/A	N/A	N/A	32 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	12 %	13 %	21 %	*	N/A	N/A	N/A	15 %
Near Standard ¹	53 %	69 %	37 %	*	N/A	N/A	N/A	51 %
Below Standard ¹	35 %	19 %	42 %	*	N/A	N/A	N/A	35 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	25 %	16 %	*	N/A	N/A	N/A	20 %
Near Standard ¹	68 %	69 %	53 %	*	N/A	N/A	N/A	64 %
Below Standard ¹	12 %	6 %	32 %	*	N/A	N/A	N/A	16 %

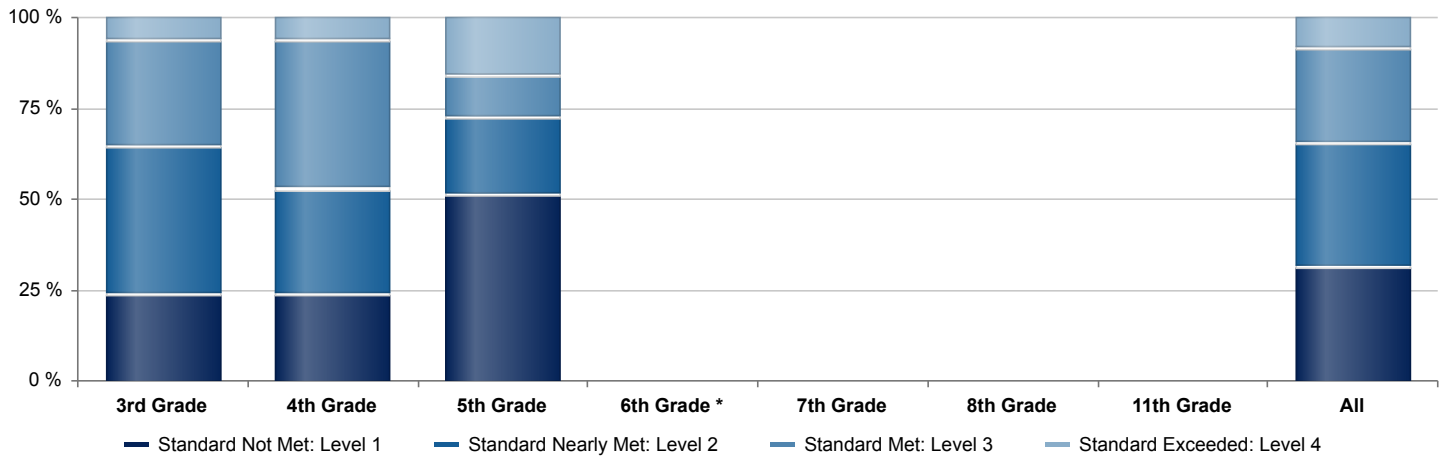
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	13 %	37 %	*	N/A	N/A	N/A	23 %
Near Standard ¹	44 %	81 %	53 %	*	N/A	N/A	N/A	52 %
Below Standard ¹	41 %	6 %	11 %	*	N/A	N/A	N/A	25 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	34	17	21	6	N/A	N/A	N/A	78
# of Students Tested ⓘ	34	17	19	6	N/A	N/A	N/A	76
# of Students With Scores ⓘ	34	17	19	6	N/A	N/A	N/A	76
Mean Scale Score	2411.0	2454.5	2459.9	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	6 %	6 %	16 %	*	N/A	N/A	N/A	8 %
Standard Met: Level 3 ⓘ	29 %	41 %	11 %	*	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2 ⓘ	41 %	29 %	21 %	*	N/A	N/A	N/A	34 %
Standard Not Met: Level 1 ⓘ	24 %	24 %	53 %	*	N/A	N/A	N/A	32 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	18 %	12 %	21 %	*	N/A	N/A	N/A	16 %
Near Standard ⓘ	38 %	47 %	21 %	*	N/A	N/A	N/A	38 %

Below Standard ¹	44 %	41 %	58 %	*	N/A	N/A	N/A	46 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	12 %	6 %	11 %	*	N/A	N/A	N/A	9 %
	Near Standard ¹	59 %	65 %	32 %	*	N/A	N/A	N/A	53 %
	Below Standard ¹	29 %	29 %	58 %	*	N/A	N/A	N/A	38 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	12 %	18 %	16 %	*	N/A	N/A	N/A	14 %
	Near Standard ¹	74 %	41 %	21 %	*	N/A	N/A	N/A	51 %
	Below Standard ¹	15 %	41 %	63 %	*	N/A	N/A	N/A	34 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

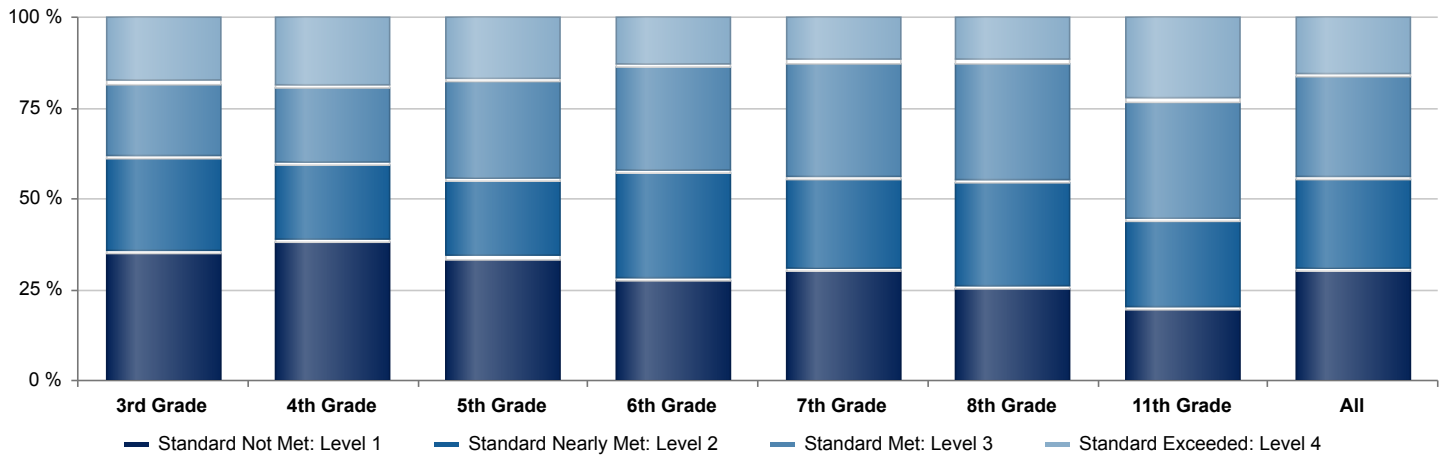
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽ⁱ⁾	488,520	477,280	479,011	470,945	466,612	474,479	479,423	3,336,270
Number of Students Tested ⁽ⁱ⁾	475,228	465,425	462,675	459,401	453,373	455,494	432,825	3,204,421
Number of Students With Scores ⁽ⁱ⁾	473,018	463,068	460,486	456,121	449,219	450,840	420,327	3,173,079
Mean Scale Score	2402.9	2445.7	2487.1	2511.8	2531.6	2552.5	2591.8	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	18 %	19 %	17 %	13 %	12 %	12 %	23 %	16 %
Standard Met: Level 3 ¹	20 %	21 %	27 %	29 %	32 %	33 %	33 %	28 %
Standard Nearly Met: Level 2 ¹	26 %	21 %	21 %	29 %	25 %	29 %	24 %	25 %
Standard Not Met: Level 1 ¹	36 %	39 %	34 %	28 %	31 %	26 %	20 %	31 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


Reading: Demonstrating understanding of literary and non-fictional texts

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	18 %	20 %	16 %	18 %	22 %	30 %	20 %
At or Near Standard ¹	41 %	43 %	42 %	46 %	45 %	46 %	49 %	44 %
Below Standard ¹	41 %	39 %	39 %	38 %	37 %	32 %	21 %	35 %


Writing: Producing clear and purposeful writing

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17 %	18 %	23 %	20 %	24 %	21 %	31 %	22 %
At or Near Standard ¹	44 %	47 %	43 %	47 %	46 %	50 %	46 %	46 %
Below Standard ¹	38 %	35 %	33 %	32 %	30 %	28 %	23 %	32 %

Listening: Demonstrating effective communication skills

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14 %	15 %	15 %	13 %	12 %	12 %	17 %	14 %
At or Near Standard ¹	62 %	62 %	61 %	68 %	64 %	65 %	62 %	63 %
Below Standard ¹	24 %	23 %	24 %	19 %	24 %	23 %	21 %	22 %

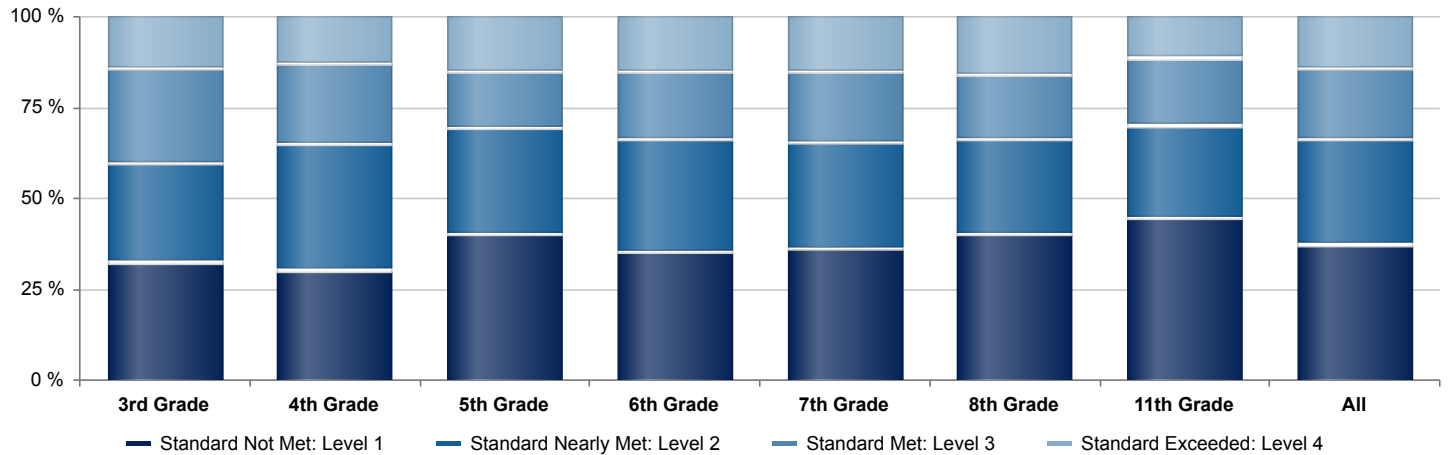
Research/Inquiry: Investigating, analyzing, and presenting information

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	18 %	18 %	27 %	23 %	22 %	22 %	33 %	23 %
At or Near Standard ¹	50 %	51 %	52 %	59 %	53 %	55 %	51 %	53 %
Below Standard ¹	32 %	31 %	21 %	19 %	25 %	23 %	16 %	24 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽ⁱ⁾	488,520	477,280	479,011	470,945	466,612	474,479	479,423	3,336,270
Number of Students Tested ⁽ⁱ⁾	477,045	466,980	464,153	460,624	454,517	456,448	430,227	3,209,994
Number of Students With Scores ⁽ⁱ⁾	474,712	464,841	461,893	457,508	450,182	451,619	418,491	3,179,246
Mean Scale Score	2415.1	2453.7	2480.3	2504.4	2518.4	2533.9	2560.3	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	14 %	13 %	15 %	15 %	15 %	16 %	11 %	14 %
Standard Met: Level 3 ⁽ⁱ⁾	26 %	22 %	15 %	18 %	19 %	17 %	18 %	19 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	27 %	35 %	29 %	31 %	29 %	26 %	25 %	29 %
Standard Not Met: Level 1 ⁽ⁱ⁾	33 %	31 %	41 %	36 %	37 %	41 %	45 %	38 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽ⁱ⁾	25 %	21 %	19 %	20 %	22 %	21 %	19 %	21 %
At or Near Standard ⁽ⁱ⁾	35 %	32 %	30 %	33 %	33 %	32 %	33 %	32 %

Below Standard ⓘ	40 %	47 %	51 %	47 %	46 %	46 %	48 %	47 %
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PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	20 %	16 %	16 %	15 %	17 %	18 %	15 %	17 %
	At or Near Standard ⓘ	42 %	45 %	38 %	46 %	48 %	51 %	50 %	46 %
	Below Standard ⓘ	38 %	39 %	46 %	39 %	35 %	32 %	35 %	38 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	20 %	18 %	14 %	16 %	17 %	17 %	15 %	17 %
	At or Near Standard ⓘ	52 %	43 %	45 %	50 %	64 %	50 %	55 %	51 %
	Below Standard ⓘ	28 %	39 %	41 %	34 %	19 %	34 %	30 %	32 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

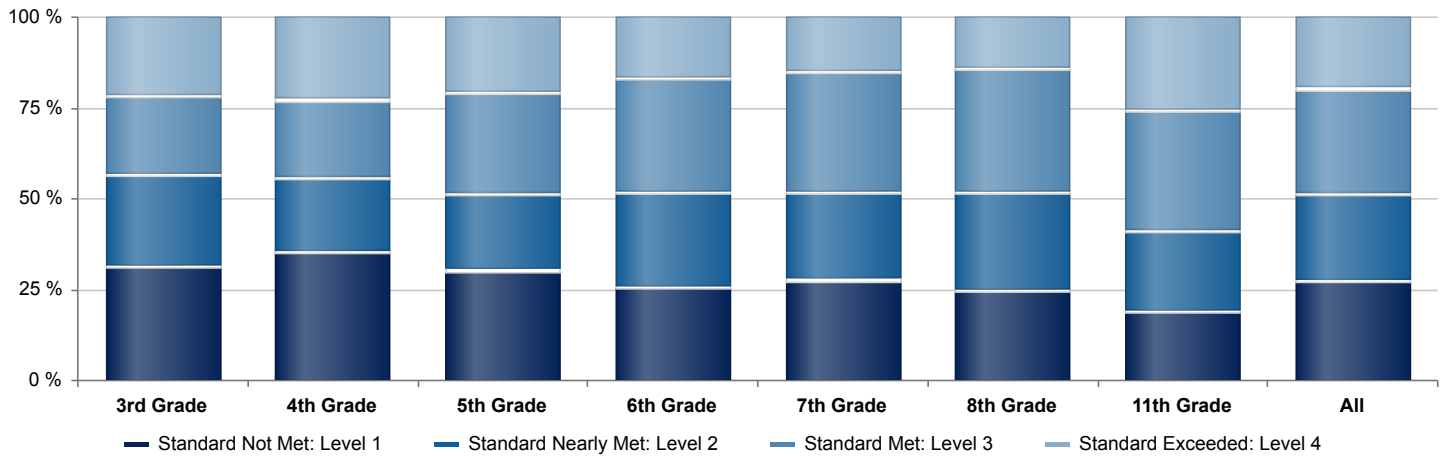
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	473,451	488,406	478,203	472,957	472,784	467,793	476,352	3,329,946
# of Students Tested [ⓘ]	458,658	474,588	465,458	460,569	458,910	452,784	439,660	3,210,627
# of Students With Scores [ⓘ]	457,572	473,566	464,396	459,273	457,159	450,556	434,097	3,196,619
Mean Scale Score	2414.2	2454.4	2495.5	2519.4	2541.7	2559.5	2599.8	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 [ⓘ]	22 %	23 %	21 %	17 %	15 %	14 %	26 %	20 %
Standard Met: Level 3 [ⓘ]	21 %	21 %	28 %	31 %	33 %	34 %	33 %	29 %
Standard Nearly Met: Level 2 [ⓘ]	25 %	20 %	21 %	26 %	24 %	27 %	22 %	24 %
Standard Not Met: Level 1 [ⓘ]	32 %	36 %	31 %	26 %	28 %	25 %	19 %	28 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard [ⓘ]	20 %	21 %	22 %	17 %	22 %	24 %	29 %	22 %
Near Standard [ⓘ]	43 %	42 %	42 %	46 %	45 %	45 %	51 %	45 %
Below Standard [ⓘ]	37 %	37 %	36 %	36 %	34 %	31 %	20 %	33 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard [ⓘ]	21 %	22 %	27 %	24 %	27 %	25 %	35 %	26 %
Near Standard [ⓘ]	45 %	46 %	42 %	45 %	46 %	47 %	44 %	45 %
Below Standard [ⓘ]	34 %	32 %	31 %	31 %	27 %	28 %	22 %	29 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard [ⓘ]	17 %	16 %	17 %	15 %	15 %	15 %	21 %	17 %
Near Standard [ⓘ]	63 %	65 %	61 %	68 %	65 %	67 %	62 %	64 %
Below Standard [ⓘ]	20 %	19 %	22 %	17 %	20 %	19 %	17 %	19 %

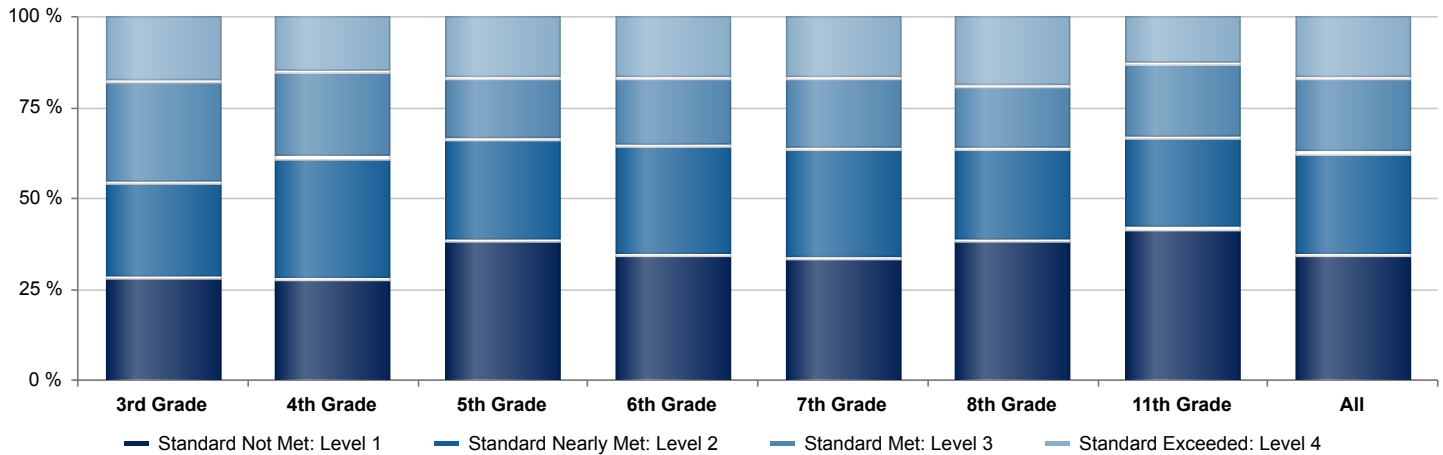
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard [ⓘ]	22 %	22 %	31 %	29 %	25 %	25 %	37 %	27 %
Near Standard [ⓘ]	49 %	50 %	51 %	53 %	50 %	51 %	48 %	51 %
Below Standard [ⓘ]	29 %	28 %	18 %	17 %	24 %	23 %	15 %	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽ⁱ⁾	473,447	488,399	478,203	472,954	472,771	467,794	476,321	3,329,889
# of Students Tested ⁽ⁱ⁾	461,013	476,795	467,426	462,433	460,645	454,150	438,518	3,220,980
# of Students With Scores ⁽ⁱ⁾	459,701	475,530	466,182	460,881	458,472	451,673	432,383	3,204,822
Mean Scale Score	2424.7	2460.5	2485.2	2508.5	2525.0	2541.1	2567.8	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	18 %	15 %	17 %	17 %	17 %	19 %	13 %	17 %
Standard Met: Level 3 ⁽ⁱ⁾	28 %	23 %	16 %	18 %	19 %	17 %	20 %	20 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	26 %	33 %	28 %	30 %	30 %	25 %	25 %	28 %
Standard Not Met: Level 1 ⁽ⁱ⁾	29 %	28 %	39 %	35 %	34 %	39 %	43 %	35 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽ⁱ⁾	30 %	24 %	22 %	23 %	24 %	25 %	21 %	24 %
Near Standard ⁽ⁱ⁾	35 %	32 %	29 %	31 %	32 %	30 %	30 %	31 %

Below Standard ¹	35 %	44 %	49 %	46 %	45 %	45 %	49 %	45 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	23 %	18 %	18 %	18 %	20 %	20 %	16 %	19 %
	Near Standard ¹	45 %	46 %	37 %	43 %	43 %	49 %	49 %	44 %
	Below Standard ¹	32 %	36 %	46 %	40 %	37 %	31 %	35 %	37 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25 %	21 %	16 %	18 %	20 %	19 %	17 %	19 %
	Near Standard ¹	53 %	45 %	44 %	51 %	51 %	53 %	56 %	50 %
	Below Standard ¹	22 %	34 %	40 %	31 %	29 %	28 %	28 %	30 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

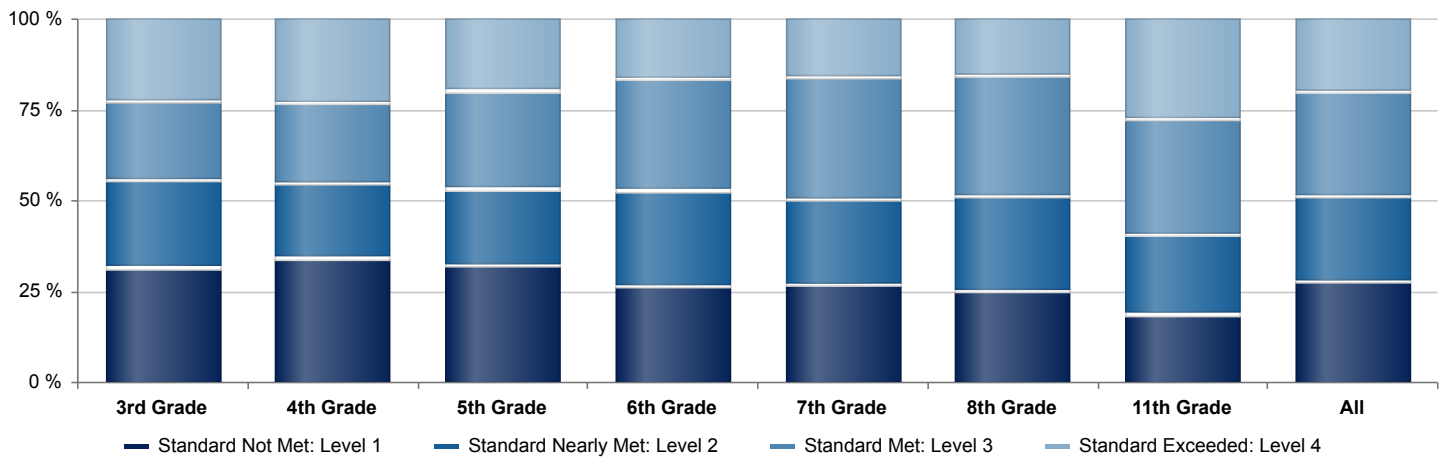
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	463,511	468,793	484,701	473,125	471,265	470,237	474,357	3,305,989
# of Students Tested [ⓘ]	452,483	458,339	474,653	462,979	459,252	457,047	444,860	3,209,613
# of Students With Scores [ⓘ]	452,223	458,065	474,392	462,565	458,663	456,608	444,040	3,206,556
Mean Scale Score	2415.0	2455.9	2489.5	2518.9	2542.4	2558.7	2602.5	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	22.80 %	23.07 %	19.79 %	16.50 %	15.80 %	15.47 %	27.72 %	20.12 %
Standard Met: Level 3 ¹	21.10 %	21.99 %	26.75 %	30.53 %	33.60 %	33.14 %	32.04 %	28.44 %
Standard Nearly Met: Level 2 ¹	24.00 %	20.12 %	20.61 %	26.20 %	23.39 %	25.97 %	21.34 %	23.09 %
Standard Not Met: Level 1 ¹	32.10 %	34.83 %	32.84 %	26.76 %	27.22 %	25.42 %	18.91 %	28.35 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21.81 %	22.43 %	21.96 %	20.19 %	23.78 %	24.16 %	34.03 %	23.99 %
Near Standard ¹	39.61 %	47.17 %	45.15 %	47.58 %	44.16 %	43.60 %	44.65 %	44.58 %
Below Standard ¹	38.58 %	30.40 %	32.89 %	32.23 %	32.06 %	32.24 %	21.32 %	31.43 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.54 %	23.01 %	28.13 %	23.52 %	27.88 %	25.20 %	36.09 %	26.73 %
Near Standard ¹	44.00 %	45.24 %	42.91 %	44.19 %	45.58 %	46.84 %	41.23 %	44.29 %
Below Standard ¹	32.46 %	31.75 %	28.96 %	32.29 %	26.54 %	27.96 %	22.68 %	28.98 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17.72 %	16.17 %	16.70 %	15.93 %	13.61 %	15.36 %	24.70 %	17.13 %
Near Standard ¹	61.55 %	57.39 %	59.67 %	64.18 %	61.53 %	66.28 %	59.32 %	61.42 %
Below Standard ¹	20.73 %	26.44 %	23.63 %	19.89 %	24.86 %	18.36 %	15.99 %	21.45 %

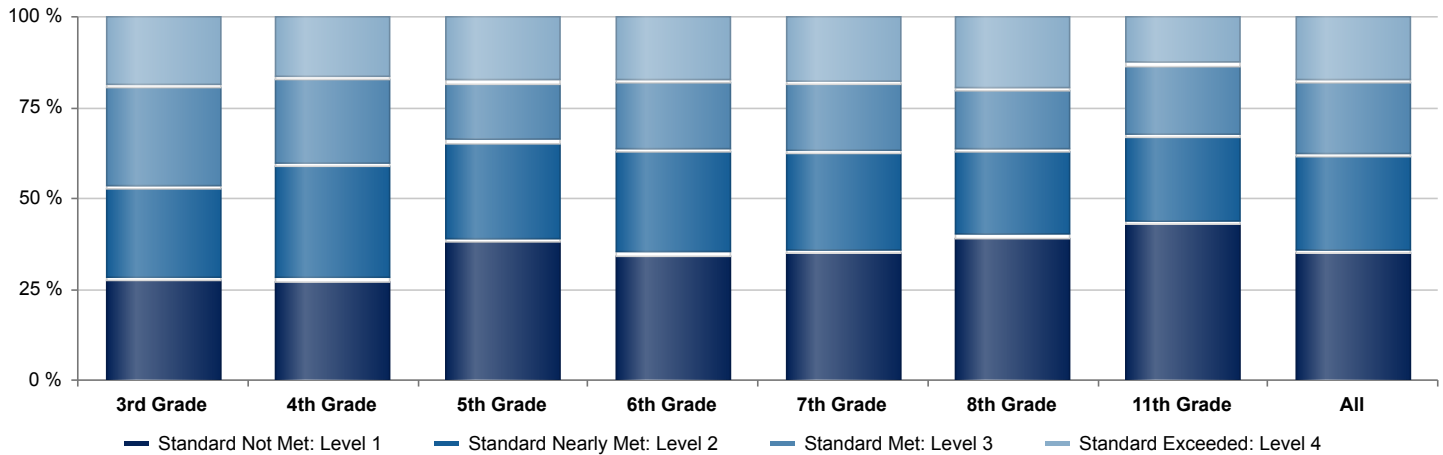
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	24.16 %	23.80 %	25.43 %	27.70 %	28.32 %	27.42 %	37.20 %	27.67 %
Near Standard ¹	47.60 %	49.85 %	43.84 %	47.71 %	46.91 %	47.33 %	44.40 %	46.80 %
Below Standard ¹	28.25 %	26.34 %	30.72 %	24.59 %	24.77 %	25.25 %	18.40 %	25.53 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	463,511	468,793	484,701	473,125	471,265	470,237	474,357	3,305,989
# of Students Tested [ⓘ]	455,102	460,878	476,892	464,954	461,364	458,491	443,213	3,220,894
# of Students With Scores [ⓘ]	454,845	460,598	476,597	464,645	461,078	457,886	442,457	3,218,106
Mean Scale Score	2427.9	2462.9	2485.8	2508.5	2524.9	2540.2	2565.0	N/A
Standard Exceeded: Level 4 [ⓘ]	19.27 %	16.83 %	18.00 %	17.91 %	18.04 %	20.03 %	12.92 %	17.60 %
Standard Met: Level 3 [ⓘ]	27.56 %	23.62 %	15.83 %	18.57 %	18.87 %	16.27 %	19.22 %	19.96 %
Standard Nearly Met: Level 2 [ⓘ]	24.99 %	31.55 %	27.05 %	28.20 %	27.07 %	23.42 %	23.64 %	26.59 %
Standard Not Met: Level 1 [ⓘ]	28.17 %	28.01 %	39.11 %	35.32 %	36.03 %	40.28 %	44.22 %	35.86 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard [ⓘ]	31.64 %	26.81 %	23.17 %	23.89 %	25.24 %	24.92 %	22.01 %	25.38 %
Near Standard [ⓘ]	34.22 %	31.04 %	28.24 %	31.24 %	29.45 %	29.60 %	26.86 %	30.10 %

Below Standard ¹	34.14 %	42.15 %	48.59 %	44.86 %	45.31 %	45.48 %	51.13 %	44.52 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	24.96 %	20.13 %	18.07 %	17.91 %	20.07 %	21.50 %	15.70 %	19.76 %
	Near Standard ¹	45.81 %	44.42 %	40.47 %	42.10 %	42.80 %	36.92 %	43.18 %	42.23 %
	Below Standard ¹	29.23 %	35.45 %	41.46 %	39.99 %	37.12 %	41.58 %	41.13 %	38.01 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	25.92 %	22.43 %	16.83 %	19.53 %	19.67 %	20.70 %	16.75 %	20.25 %
	Near Standard ¹	48.74 %	43.29 %	43.49 %	42.59 %	51.24 %	46.24 %	54.41 %	47.08 %
	Below Standard ¹	25.34 %	34.28 %	39.67 %	37.87 %	29.09 %	33.06 %	28.84 %	32.67 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: State of California

CDS Code: 00-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

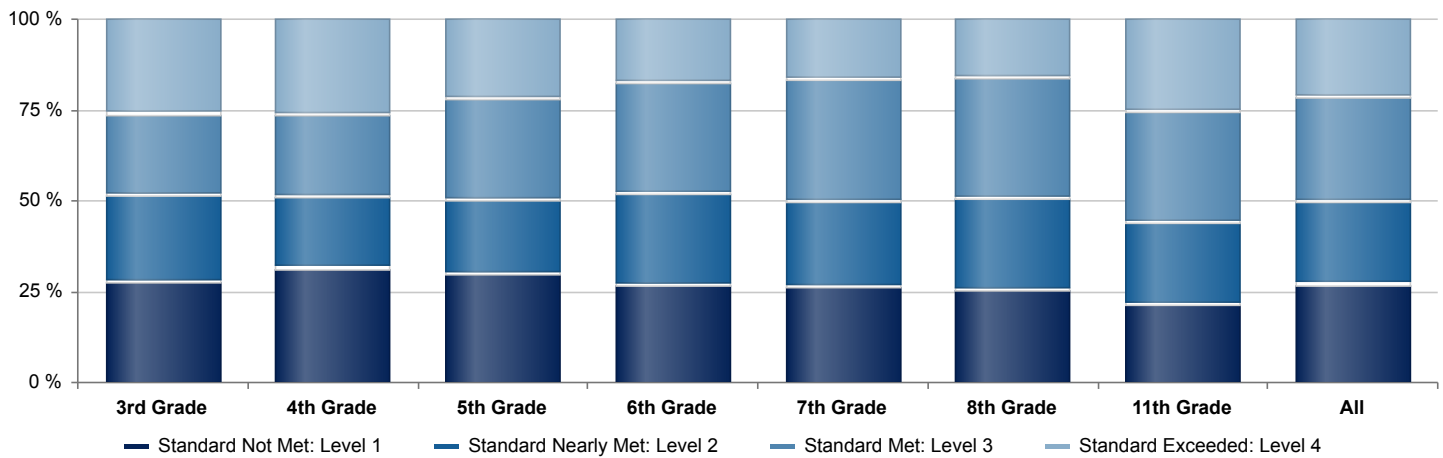
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	445,017	463,838	469,247	482,835	474,057	472,096	468,461	3,275,551
# of Students Tested ⓘ	434,454	453,771	459,433	472,515	461,621	458,628	440,132	3,180,554
# of Students With Scores ⓘ	434,193	453,491	459,208	472,102	461,079	458,196	439,134	3,177,403
Mean Scale Score	2424.0	2463.7	2496.3	2518.9	2543.9	2559.0	2592.4	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ¹	26.13 %	26.31 %	21.80 %	17.26 %	16.32 %	15.97 %	25.59 %	21.25 %
Standard Met: Level 3 ¹	22.09 %	22.36 %	27.63 %	30.58 %	33.83 %	33.15 %	30.37 %	28.63 %
Standard Nearly Met: Level 2 ¹	23.49 %	19.25 %	19.99 %	24.89 %	23.16 %	25.04 %	22.18 %	22.58 %
Standard Not Met: Level 1 ¹	28.29 %	32.08 %	30.58 %	27.27 %	26.70 %	25.84 %	21.85 %	27.54 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	25.32 %	24.77 %	24.22 %	21.84 %	23.73 %	24.20 %	30.94 %	24.95 %
Near Standard ¹	44.02 %	46.77 %	45.02 %	43.57 %	43.36 %	42.17 %	46.08 %	44.41 %
Below Standard ¹	30.66 %	28.46 %	30.76 %	34.59 %	32.91 %	33.63 %	22.97 %	30.64 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	23.84 %	24.18 %	29.20 %	23.52 %	28.17 %	25.09 %	33.18 %	26.71 %
Near Standard ¹	43.30 %	44.21 %	41.42 %	44.23 %	46.10 %	46.49 %	40.82 %	43.82 %
Below Standard ¹	32.85 %	31.61 %	29.38 %	32.24 %	25.73 %	28.42 %	26.00 %	29.46 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20.89 %	19.30 %	16.52 %	15.72 %	12.21 %	16.90 %	22.66 %	17.67 %
Near Standard ¹	61.25 %	63.22 %	59.74 %	63.22 %	63.14 %	63.18 %	60.13 %	62.01 %
Below Standard ¹	17.86 %	17.48 %	23.73 %	21.06 %	24.64 %	19.92 %	17.20 %	20.32 %

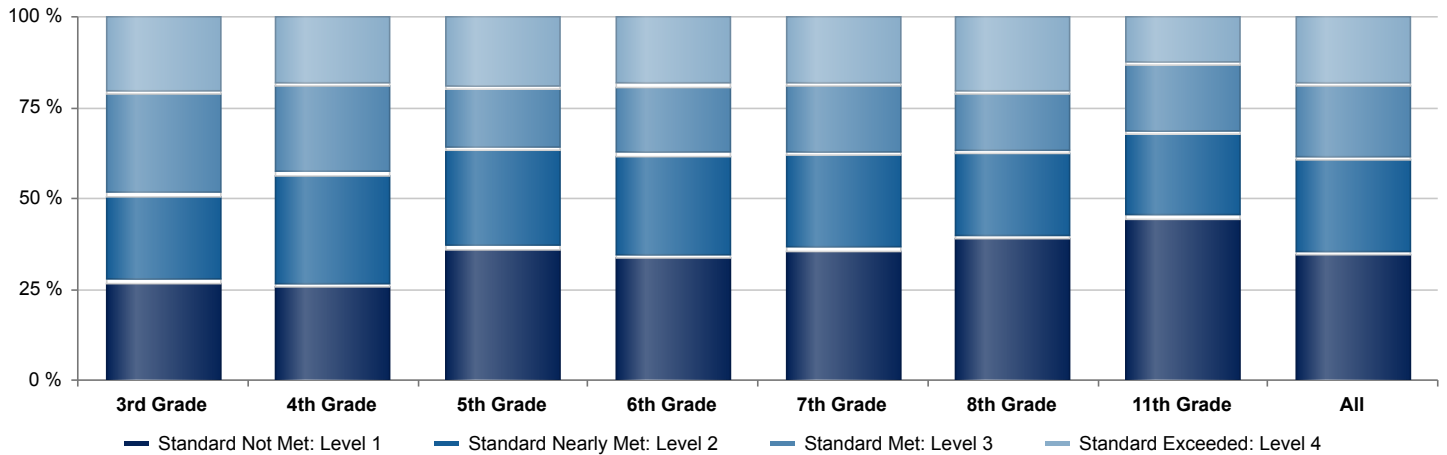
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	27.60 %	25.86 %	28.29 %	30.20 %	30.12 %	29.68 %	34.40 %	29.44 %
Near Standard ¹	47.71 %	48.83 %	44.32 %	48.00 %	47.53 %	46.93 %	44.45 %	46.83 %
Below Standard ¹	24.68 %	25.31 %	27.39 %	21.81 %	22.35 %	23.40 %	21.15 %	23.72 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	445,018	463,838	469,248	482,837	474,055	472,095	468,461	3,275,552
# of Students Tested ⁱ	436,464	455,589	461,057	473,798	462,731	459,145	438,591	3,187,375
# of Students With Scores ⁱ	436,215	455,315	460,760	473,427	462,416	458,671	437,883	3,184,687
Mean Scale Score	2430.9	2467.7	2490.4	2511.0	2524.3	2540.5	2561.4	N/A
Standard Exceeded: Level 4 ⁱ	21.07 %	18.46 %	19.61 %	18.86 %	18.69 %	20.76 %	12.89 %	18.64 %
Standard Met: Level 3 ⁱ	27.82 %	24.45 %	16.36 %	18.64 %	18.61 %	16.12 %	18.48 %	20.01 %
Standard Nearly Met: Level 2 ⁱ	23.56 %	30.81 %	26.94 %	27.81 %	26.10 %	22.94 %	22.84 %	25.90 %
Standard Not Met: Level 1 ⁱ	27.55 %	26.27 %	37.09 %	34.70 %	36.61 %	40.17 %	45.78 %	35.45 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	33.59 %	29.03 %	25.14 %	25.01 %	25.78 %	25.44 %	21.65 %	26.49 %
Near Standard ⁱ	33.20 %	31.02 %	28.58 %	31.04 %	28.80 %	29.77 %	25.30 %	29.68 %

Below Standard ¹	33.21 %	39.95 %	46.28 %	43.95 %	45.42 %	44.80 %	53.06 %	43.83 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	26.72 %	21.65 %	19.29 %	18.68 %	20.49 %	22.55 %	15.85 %	20.73 %
	Near Standard ¹	42.30 %	44.73 %	40.98 %	42.17 %	42.02 %	43.88 %	41.95 %	42.58 %
	Below Standard ¹	30.98 %	33.62 %	39.72 %	39.14 %	37.49 %	33.57 %	42.20 %	36.69 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	28.80 %	24.03 %	18.06 %	20.06 %	19.42 %	21.43 %	16.66 %	21.17 %
	Near Standard ¹	46.31 %	43.78 %	44.46 %	40.86 %	52.26 %	45.21 %	51.78 %	46.33 %
	Below Standard ¹	24.89 %	32.20 %	37.48 %	39.08 %	28.32 %	33.36 %	31.55 %	32.50 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

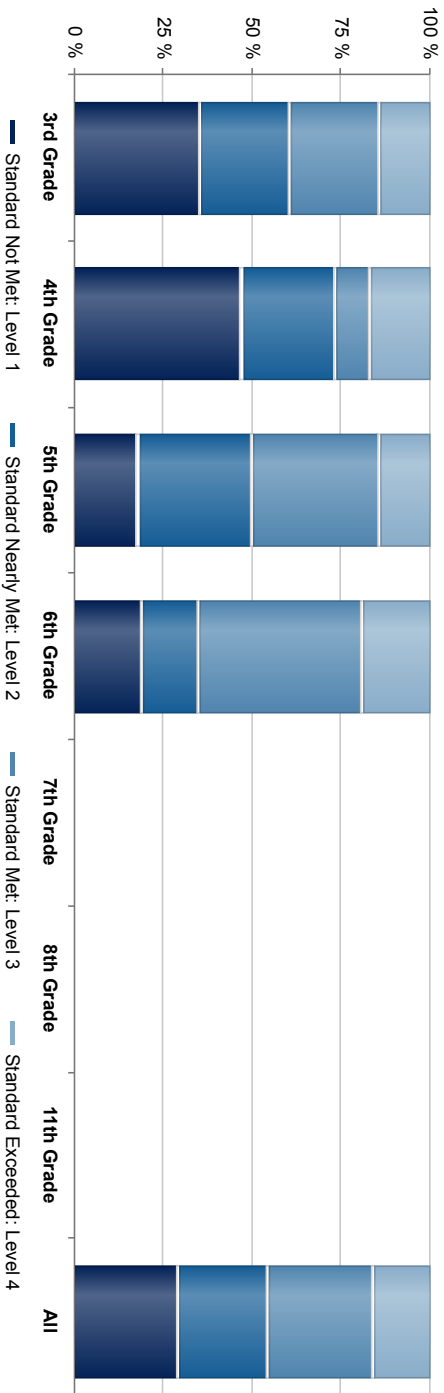
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	30	24	29	26	N/A	N/A	N/A	109
Number of Students Tested ¹	28	23	28	26	N/A	N/A	N/A	105
Number of Students With Scores ¹	28	23	28	26	N/A	N/A	N/A	105
Mean Scale Score	2408.6	2431.8	2513.2	2540.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	14 %	17 %	14 %	19 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ¹	25 %	9 %	36 %	46 %	N/A	N/A	N/A	30 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	25 %	26 %	32 %	15 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1 1	36 %	48 %	18 %	19 %	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	18 %	13 %	25 %	27 %	N/A	N/A	N/A	21 %
At or Near Standard 1	43 %	48 %	46 %	46 %	N/A	N/A	N/A	46 %
Below Standard 1	39 %	39 %	29 %	27 %	N/A	N/A	N/A	33 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	18 %	9 %	21 %	27 %	N/A	N/A	N/A	19 %
At or Near Standard 1	46 %	39 %	61 %	54 %	N/A	N/A	N/A	50 %
Below Standard 1	36 %	52 %	18 %	19 %	N/A	N/A	N/A	30 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	11 %	9 %	11 %	23 %	N/A	N/A	N/A	13 %
At or Near Standard 	75 %	61 %	71 %	58 %	N/A	N/A	N/A	67 %
Below Standard 	14 %	30 %	18 %	19 %	N/A	N/A	N/A	20 %

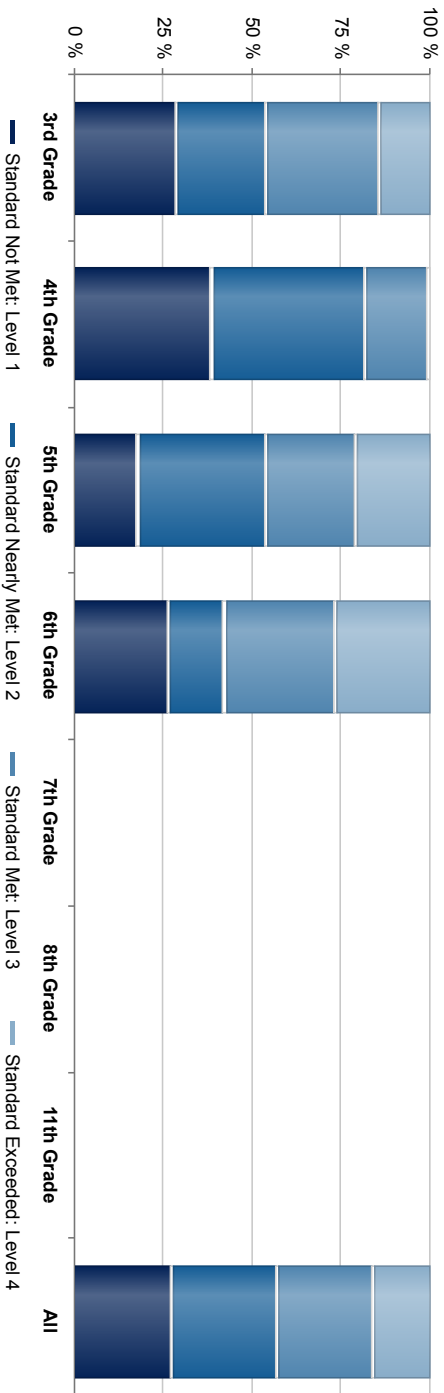
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21 %	17 %	32 %	23 %	N/A	N/A	N/A	24 %
At or Near Standard 	46 %	48 %	68 %	69 %	N/A	N/A	N/A	58 %
Below Standard 	32 %	35 %	0 %	8 %	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	30	24	29	26	N/A	N/A	N/A	109
Number of Students Tested ¹	28	23	28	26	N/A	N/A	N/A	105
Number of Students With Scores ¹	28	23	28	26	N/A	N/A	N/A	105
Mean Scale Score	2420.2	2435.4	2516.6	2531.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	14 %	0 %	21 %	27 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ¹	32 %	17 %	25 %	31 %	N/A	N/A	N/A	27 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	25 %	43 %	36 %	15 %	N/A	N/A	N/A	30 %
Standard Not Met: Level 1 	29 %	39 %	18 %	27 %	N/A	N/A	N/A	28 %

Mathematics Scale Score Ranges




Areas

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CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	18 %	13 %	32 %	27 %	N/A	N/A	N/A	23 %
At or Near Standard 	54 %	35 %	29 %	38 %	N/A	N/A	N/A	39 %
Below Standard 	29 %	52 %	39 %	35 %	N/A	N/A	N/A	38 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	14 %	0 %	29 %	31 %	N/A	N/A	N/A	19 %
At or Near Standard 	54 %	61 %	46 %	38 %	N/A	N/A	N/A	50 %
Below Standard 	32 %	39 %	25 %	31 %	N/A	N/A	N/A	31 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18 %	9 %	18 %	23 %	N/A	N/A	N/A	17 %
At or Near Standard 	61 %	52 %	64 %	58 %	N/A	N/A	N/A	59 %
Below Standard 	21 %	39 %	18 %	19 %	N/A	N/A	N/A	24 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary School District

CDS Code: 49-70672-0000000

District: Dunham Elementary School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

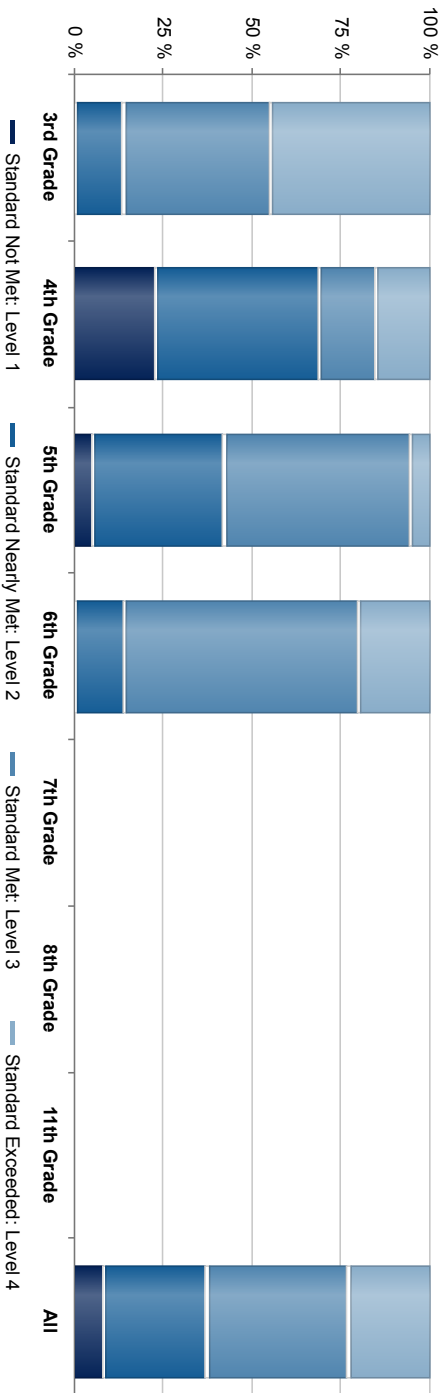
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	27	22	16	N/A	N/A	N/A	90
# of Students Tested ¹	24	26	19	15	N/A	N/A	N/A	84
# of Students With Scores ¹	24	26	19	15	N/A	N/A	N/A	84
Mean Scale Score	2489.8	2451.5	2514.0	2576.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	46 %	15 %	5 %	20 %	N/A	N/A	N/A	23 %
Standard Met: Level 3 ¹	42 %	15 %	53 %	67 %	N/A	N/A	N/A	40 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	13 %	46 %	37 %	13 %	N/A	N/A	N/A	29 %
Standard Not Met: Level 1 ¹	0 %	23 %	5 %	0 %	N/A	N/A	N/A	8 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21 %	15 %	21 %	13 %	N/A	N/A	N/A	18 %
Near Standard ¹	75 %	54 %	63 %	67 %	N/A	N/A	N/A	64 %
Below Standard ¹	4 %	31 %	16 %	20 %	N/A	N/A	N/A	18 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	54 %	8 %	26 %	33 %	N/A	N/A	N/A	30 %
Near Standard ¹	42 %	69 %	68 %	67 %	N/A	N/A	N/A	61 %
Below Standard ¹	4 %	23 %	5 %	0 %	N/A	N/A	N/A	10 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	38 %	15 %	11 %	20 %	N/A	N/A	N/A	21 %
Near Standard 	58 %	69 %	74 %	80 %	N/A	N/A	N/A	69 %
Below Standard 	4 %	15 %	16 %	0 %	N/A	N/A	N/A	10 %

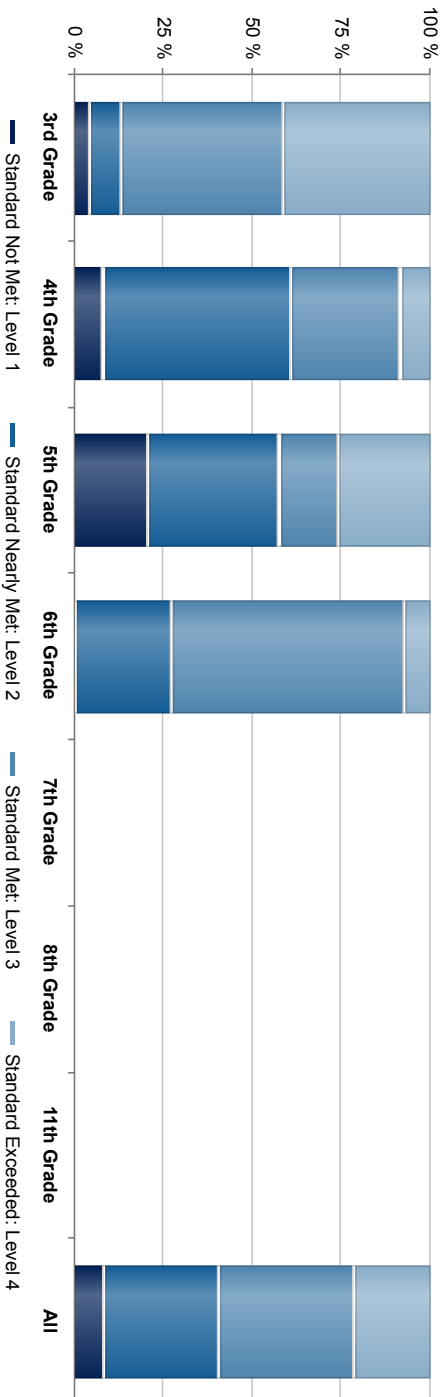
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	54 %	15 %	42 %	47 %	N/A	N/A	N/A	38 %
Near Standard 	46 %	50 %	53 %	53 %	N/A	N/A	N/A	50 %
Below Standard 	0 %	35 %	5 %	0 %	N/A	N/A	N/A	12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	27	22	16	N/A	N/A	N/A	90
# of Students Tested ¹	24	26	19	15	N/A	N/A	N/A	84
# of Students With Scores ¹	24	26	19	15	N/A	N/A	N/A	84
Mean Scale Score	2498.5	2476.4	2511.8	2563.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	42 %	8 %	26 %	7 %	N/A	N/A	N/A	21 %
Standard Met: Level 3 ¹	46 %	31 %	16 %	67 %	N/A	N/A	N/A	38 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	8 %	54 %	37 %	27 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	4 %	8 %	21 %	0 %	N/A	N/A	N/A	8 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	63 %	19 %	26 %	27 %	N/A	N/A	N/A	35 %
Near Standard 1	33 %	38 %	42 %	60 %	N/A	N/A	N/A	42 %
Below Standard 1	4 %	42 %	32 %	13 %	N/A	N/A	N/A	24 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	63 %	27 %	32 %	7 %	N/A	N/A	N/A	35 %
Near Standard 1	38 %	69 %	42 %	93 %	N/A	N/A	N/A	58 %
Below Standard 1	0 %	4 %	26 %	0 %	N/A	N/A	N/A	7 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	54 %	8 %	21 %	7 %	N/A	N/A	N/A
Near Standard 	46 %	88 %	58 %	87 %	N/A	N/A	N/A	69 %
Below Standard 	0 %	4 %	21 %	7 %	N/A	N/A	N/A	7 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
District: Dunham Elementary

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

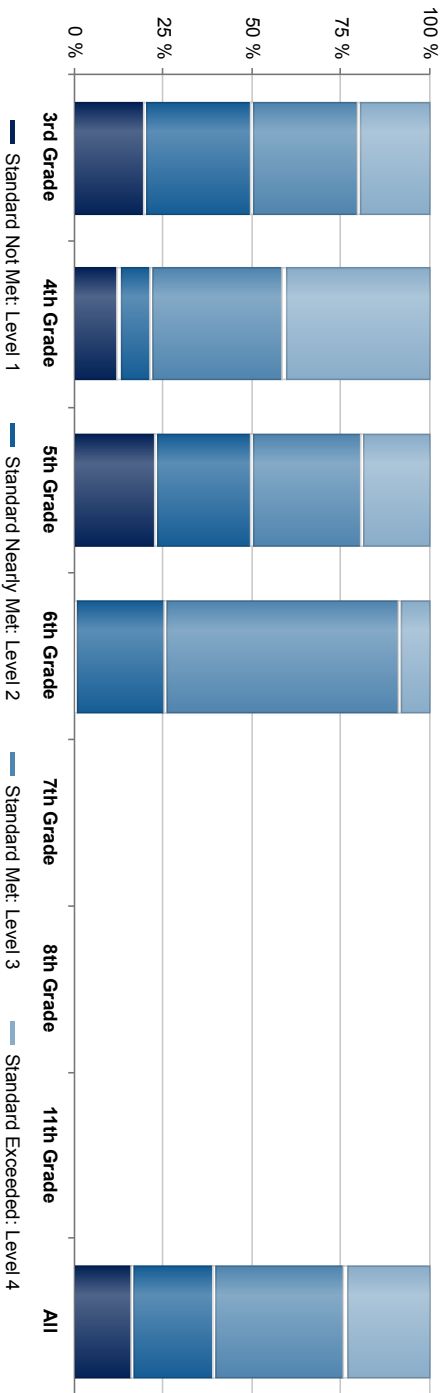
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	30	24	26	12	N/A	N/A	N/A	92
# of Students Tested ¹	30	24	26	12	N/A	N/A	N/A	92
# of Students With Scores ¹	30	24	26	12	N/A	N/A	N/A	92
Mean Scale Score	2436.2	2518.2	2512.6	2563.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.00 %	41.67 %	19.23 %	8.33 %	N/A	N/A	N/A	23.91 %
Standard Met: Level 3 ¹	30.00 %	37.50 %	30.77 %	66.67 %	N/A	N/A	N/A	36.96 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	30.00 %	8.33 %	26.92 %	25.00 %	N/A	N/A	N/A	22.83 %
Standard Not Met: Level 1 ¹	20.00 %	12.50 %	23.08 %	0.00 %	N/A	N/A	N/A	16.30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.67 %	45.83 %	23.08 %	8.33 %	N/A	N/A	N/A	28.26 %
Near Standard ¹	40.00 %	50.00 %	57.69 %	75.00 %	N/A	N/A	N/A	52.17 %
Below Standard ¹	33.33 %	4.17 %	19.23 %	16.67 %	N/A	N/A	N/A	19.57 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	30.00 %	41.67 %	23.08 %	25.00 %	N/A	N/A	N/A	30.43 %
Near Standard ¹	56.67 %	45.83 %	69.23 %	75.00 %	N/A	N/A	N/A	59.78 %
Below Standard ¹	13.33 %	12.50 %	7.69 %	0.00 %	N/A	N/A	N/A	9.78 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	20.00 %	33.33 %	23.08 %	16.67 %	N/A	N/A	N/A	23.91 %
Near Standard 	70.00 %	58.33 %	53.85 %	75.00 %	N/A	N/A	N/A	63.04 %
Below Standard 	10.00 %	8.33 %	23.08 %	8.33 %	N/A	N/A	N/A	13.04 %

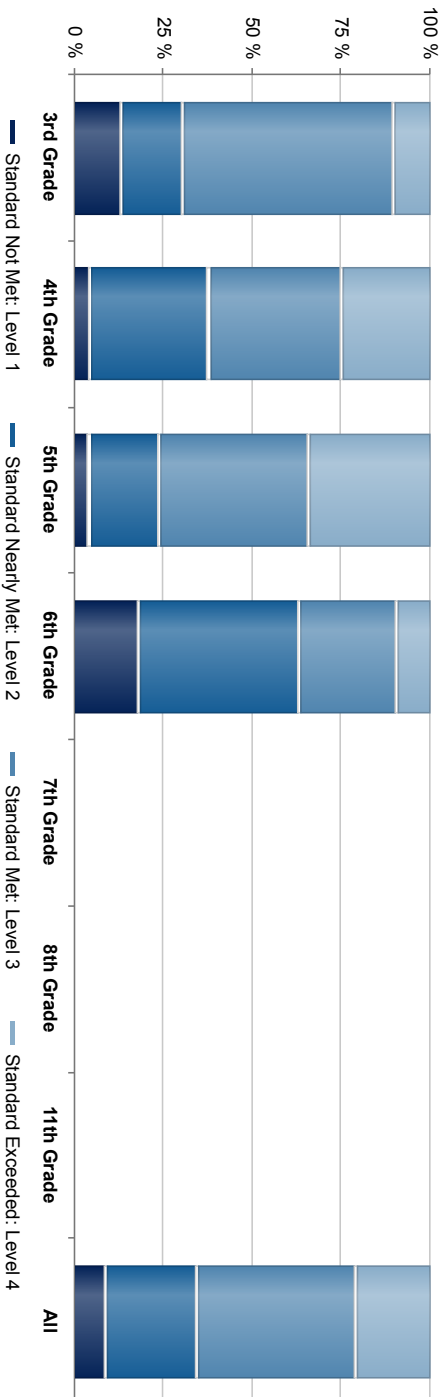
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	23.33 %	33.33 %	19.23 %	25.00 %	N/A	N/A	N/A	25.00 %
Near Standard 	56.67 %	54.17 %	61.54 %	75.00 %	N/A	N/A	N/A	59.78 %
Below Standard 	20.00 %	12.50 %	19.23 %	0.00 %	N/A	N/A	N/A	15.22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	30	24	26	12	N/A	N/A	N/A	92
# of Students Tested ¹	30	24	26	11	N/A	N/A	N/A	91
# of Students With Scores ¹	30	24	26	11	N/A	N/A	N/A	91
Mean Scale Score	2445.6	2512.3	2557.2	2533.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	10.00 %	25.00 %	34.62 %	9.09 %	N/A	N/A	N/A	20.88 %
Standard Met: Level 3 ¹	60.00 %	37.50 %	42.31 %	27.27 %	N/A	N/A	N/A	45.05 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	16.67 %	33.33 %	19.23 %	45.45 %	N/A	N/A	N/A	25.27 %
Standard Not Met: Level 1 1	13.33 %	4.17 %	3.85 %	18.18 %	N/A	N/A	N/A	8.79 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	10.00 %	37.50 %	42.31 %	18.18 %	N/A	N/A	N/A	27.47 %
 Near Standard 1	73.33 %	50.00 %	53.85 %	54.55 %	N/A	N/A	N/A	59.34 %
 Below Standard 1	16.67 %	12.50 %	3.85 %	27.27 %	N/A	N/A	N/A	13.19 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	26.67 %	29.17 %	42.31 %	9.09 %	N/A	N/A	N/A	29.67 %
 Near Standard 1	63.33 %	58.33 %	50.00 %	63.64 %	N/A	N/A	N/A	58.24 %
 Below Standard 1	10.00 %	12.50 %	7.69 %	27.27 %	N/A	N/A	N/A	12.09 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26.67 %	37.50 %	38.46 %	18.18 %	N/A	N/A	N/A	31.87 %
Near Standard 	60.00 %	45.83 %	50.00 %	54.55 %	N/A	N/A	N/A	52.75 %
Below Standard 	13.33 %	16.67 %	11.54 %	27.27 %	N/A	N/A	N/A	15.38 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **District: Dunham Elementary**

CDS Code: 49-70672-0000000

District: Dunham Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

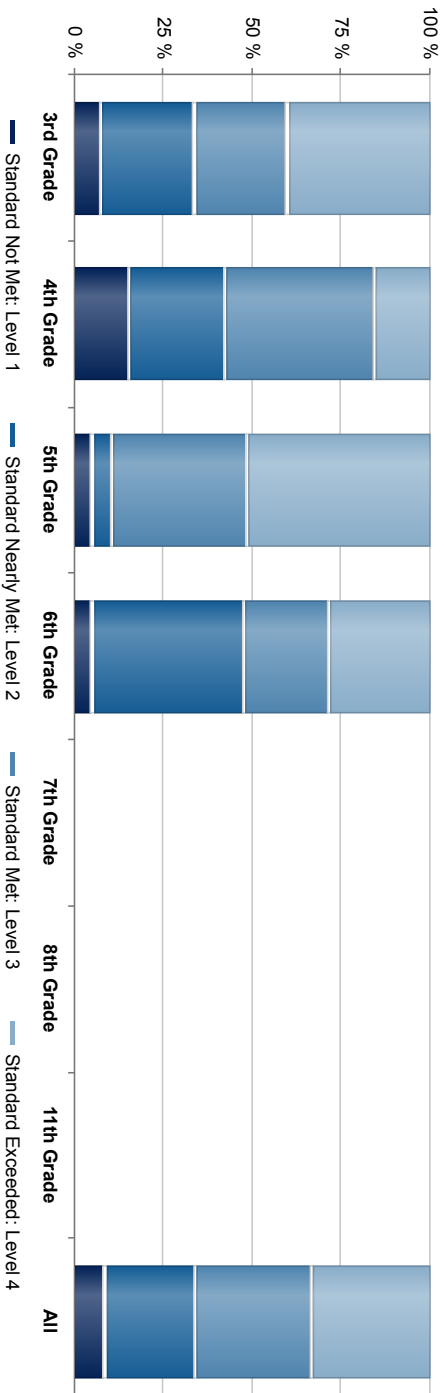
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	27	22	21	21	N/A	N/A	97
# of Students Tested ¹	27	26	21	21	21	N/A	N/A	95
# of Students With Scores ¹	27	26	21	21	21	N/A	N/A	95
Mean Scale Score	2465.6	2480.2	2589.7	2558.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	40.74 %	15.38 %	52.38 %	28.57 %	N/A	N/A	N/A	33.68 %
Standard Met: Level 3 ¹	25.93 %	42.31 %	38.10 %	23.81 %	N/A	N/A	N/A	32.63 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	25.93 %	26.92 %	4.76 %	42.86 %	N/A	N/A	N/A	25.26 %
Standard Not Met: Level 1 ¹	7.41 %	15.38 %	4.76 %	4.76 %	N/A	N/A	N/A	8.42 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	33.33 %	19.23 %	52.38 %	28.57 %	N/A	N/A	N/A	32.63 %
Near Standard ¹	55.56 %	69.23 %	33.33 %	38.10 %	N/A	N/A	N/A	50.53 %
Below Standard ¹	11.11 %	11.54 %	14.29 %	33.33 %	N/A	N/A	N/A	16.84 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	37.04 %	15.38 %	76.19 %	28.57 %	N/A	N/A	N/A	37.89 %
Near Standard ¹	48.15 %	57.69 %	19.05 %	61.90 %	N/A	N/A	N/A	47.37 %
Below Standard ¹	14.81 %	26.92 %	4.76 %	9.52 %	N/A	N/A	N/A	14.74 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18.52 %	19.23 %	42.86 %	23.81 %	N/A	N/A	N/A	25.26 %
Near Standard 	74.07 %	73.08 %	47.62 %	57.14 %	N/A	N/A	N/A	64.21 %
Below Standard 	7.41 %	7.69 %	9.52 %	19.05 %	N/A	N/A	N/A	10.53 %

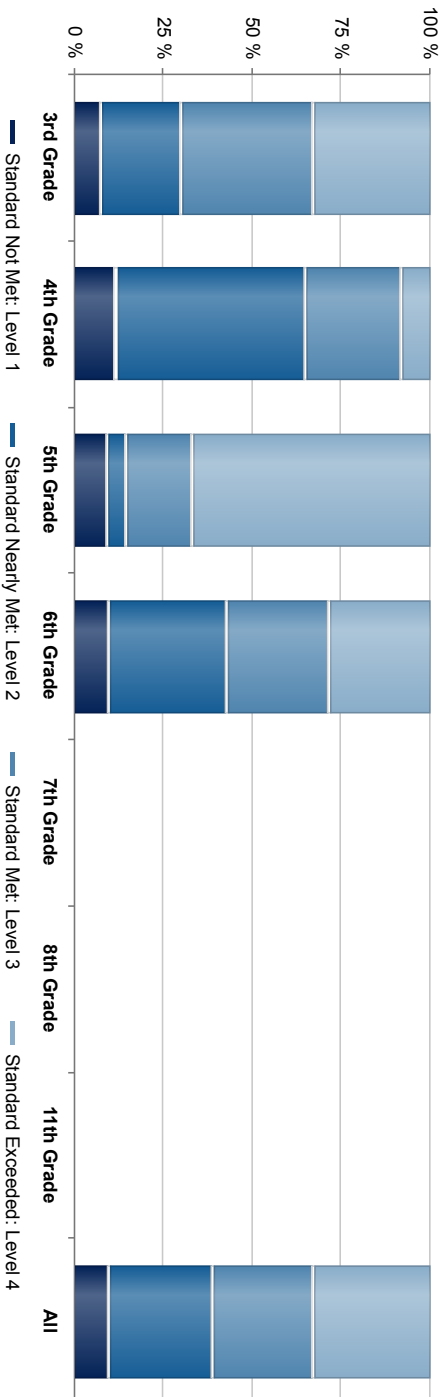
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	37.04 %	15.38 %	66.67 %	33.33 %	N/A	N/A	N/A	36.84 %
Near Standard 	51.85 %	69.23 %	28.57 %	61.90 %	N/A	N/A	N/A	53.68 %
Below Standard 	11.11 %	15.38 %	4.76 %	4.76 %	N/A	N/A	N/A	9.47 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	27	22	21	21	N/A	N/A	97
# of Students Tested ¹	27	26	22	21	21	N/A	N/A	96
# of Students With Scores ¹	27	26	22	21	21	N/A	N/A	96
Mean Scale Score	2470.0	2468.6	2583.5	2568.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	33.33 %	7.69 %	68.18 %	28.57 %	N/A	N/A	N/A	33.33 %
Standard Met: Level 3 ¹	37.04 %	26.92 %	18.18 %	28.57 %	N/A	N/A	N/A	28.13 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	22.22 %	53.85 %	4.55 %	33.33 %	N/A	N/A	N/A	29.17 %
Standard Not Met: Level 1 1	7.41 %	11.54 %	9.09 %	9.52 %	N/A	N/A	N/A	9.38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	48.15 %	7.69 %	72.73 %	33.33 %	N/A	N/A	N/A	39.58 %
Near Standard 1	40.74 %	57.69 %	13.64 %	57.14 %	N/A	N/A	N/A	42.71 %
Below Standard 1	11.11 %	34.62 %	13.64 %	9.52 %	N/A	N/A	N/A	17.71 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	48.15 %	11.54 %	63.64 %	23.81 %	N/A	N/A	N/A	36.46 %
Near Standard 1	44.44 %	53.85 %	27.27 %	57.14 %	N/A	N/A	N/A	45.83 %
Below Standard 1	7.41 %	34.62 %	9.09 %	19.05 %	N/A	N/A	N/A	17.71 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	51.85 %	7.69 %	59.09 %	28.57 %	N/A	N/A	N/A
Near Standard 	37.04 %	65.38 %	31.82 %	57.14 %	N/A	N/A	N/A	47.92 %
Below Standard 	11.11 %	26.92 %	9.09 %	14.29 %	N/A	N/A	N/A	15.63 %

[Mathematics Area Achievement Level Descriptors](#)



California Department of Education
Data Reporting Office
Data as of: --

Select a Report

Select a Year

Select a School

Select Subgroup

Select Gender

English Learner Students by Language by Grade

River Montessori Elementary Charter (4970847-0119750)

2016-17

Subgroup: All Students, Gender: All

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	5	7	6	5	2	3	1	0	0	0	0	0	0	0	29	100.00%
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Total
River Montessori Elementary Charter	All Languages	5	7	6	5	2	3	1	0	0	0	0	0	0	0	29	0
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Total
Old Adobe Union Total	All Languages	135	68	63	71	73	74	52	0	0	0	0	0	0	0	536	0
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Total
Countywide Total	All Languages	2,222	1,845	1,807	1,863	1,601	1,480	1,094	926	731	720	579	572	395	10	15,845	15,845
Agency	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Total
Statewide Total	All Languages	175,317	158,808	146,970	140,618	130,262	118,588	93,067	78,611	65,008	62,757	59,222	53,556	48,053	1,568	1,332,405	1,332,405

[Web Policy](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Student Group:

Apply Selections

2018 Overall Achievement--All Grades

TABLE

GRAPH

Comparing 3 out of 3 Results

STATE	DISTRICT #1	SCHOOL #1
State of California CDS Code: 00-00000-0000000 • Grades 3-8,11 View State Full Test Results Remove State Selection	Old Adobe Union CDS Code: 49-70847-0000000 • Grades 3-6 View District #1 Full Test Results Remove District #1 Selection	River Montessori Elementary Charter CDS Code: 49-70847-0119750 • Grades 3-6 View School #1 Full Test Results Remove School #1 Selection

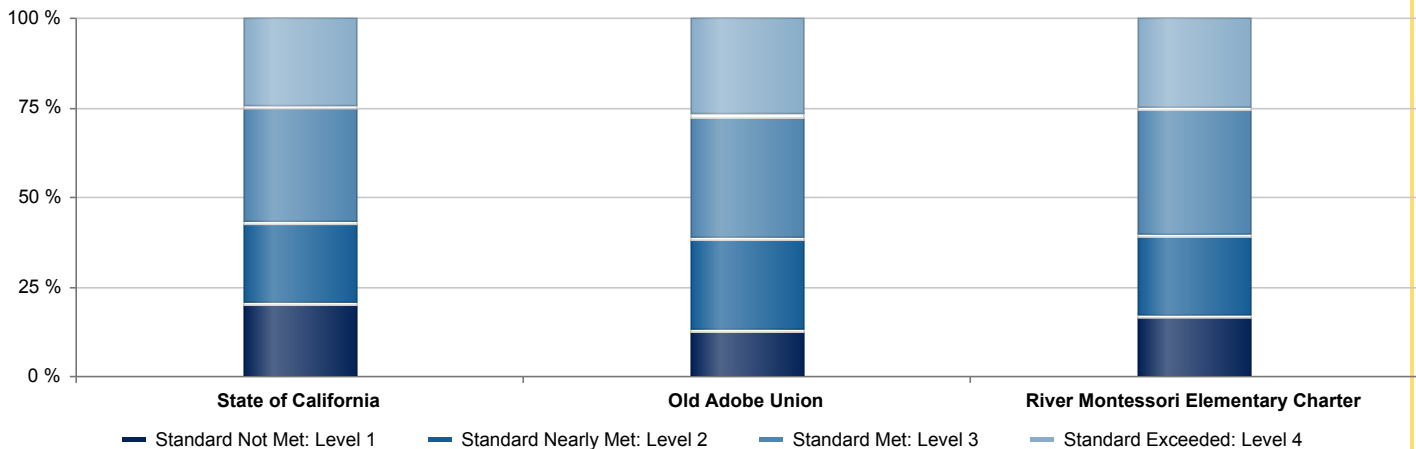
Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

2018 Achievement Level Distribution

All Grades



[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

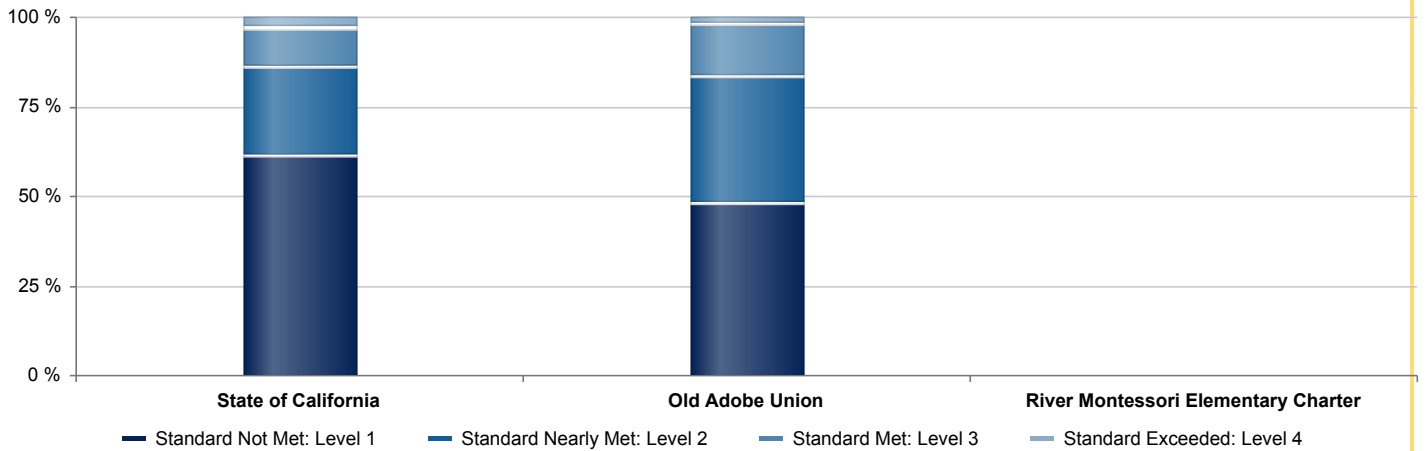
English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

2018 Achievement Level Distribution

All Grades



[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

English only

Ever-ELs

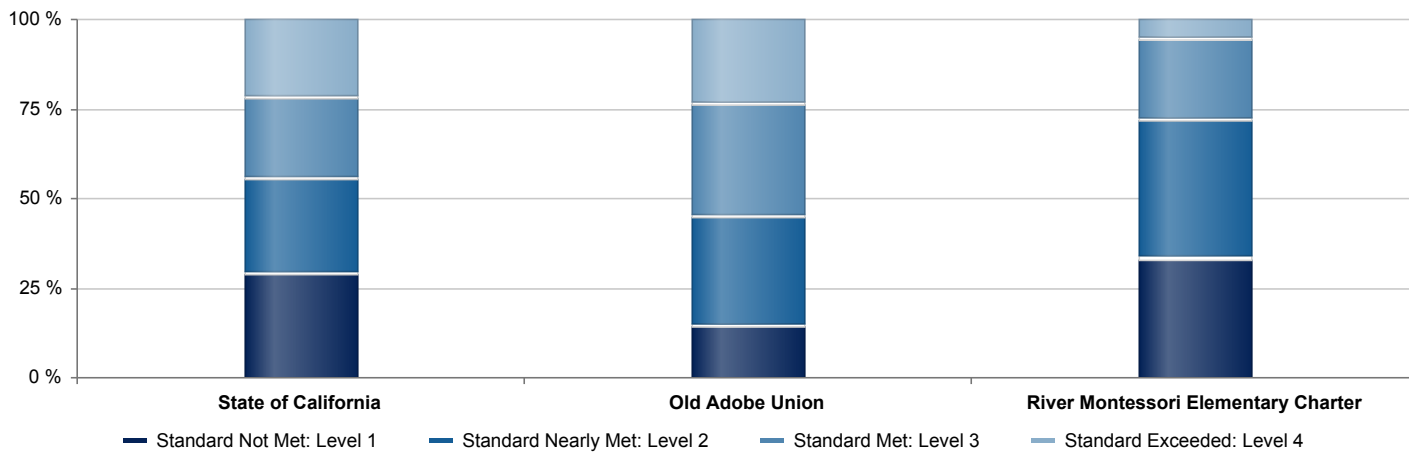
To be determined (TBD)

MATHEMATICS

Fluent English proficient and English only

2018 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

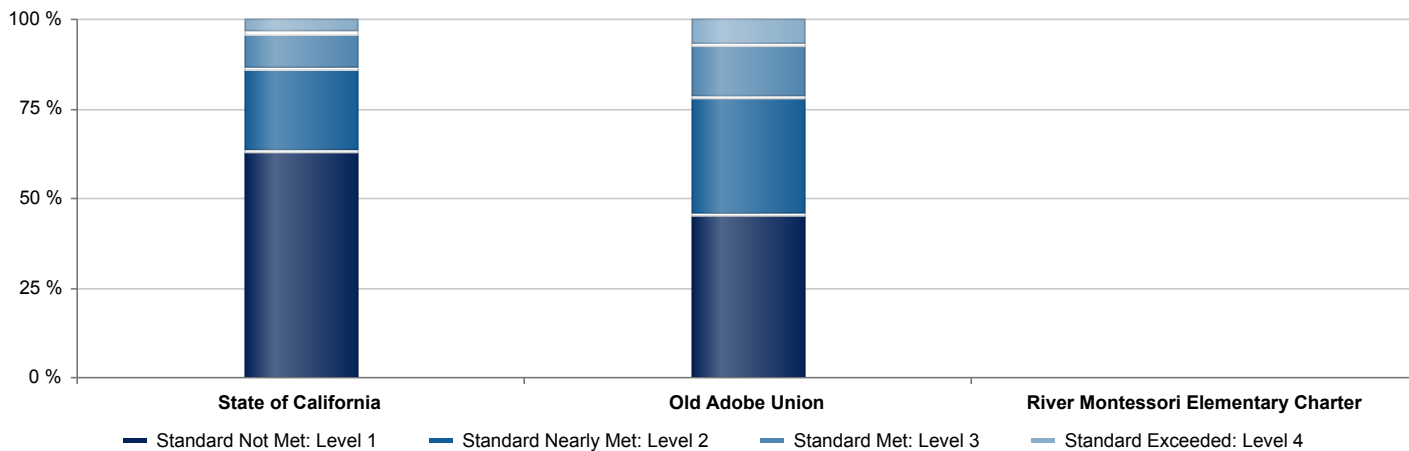
English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

2018 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

English only

Ever-ELs

To be determined (TBD)



[Home](#) / [Testing & Accountability](#) / [Accountability](#) / [Accountability Progress Reporting \(APR\)](#)

FAQs for 2013–14 Accountability

Frequently asked questions (FAQs) posed by schools, districts, and the public.

- [Accountability Progress Reporting](#)
 - [Academic Performance Index](#)
 - [Adequate Yearly Progress](#)
 - [Program Improvement](#)
 - [Cohort Graduation Rate](#)
-

Accountability Progress Reporting (APR)

1. Given the changes in statewide testing, what information is included in the APR system?

For 2013–14, the APR will reflect Adequate Yearly Progress (AYP) results for high schools and high school local educational agencies (LEAs), Program Improvement (PI) results for all Title I-funded schools and LEAs, and cohort graduation rate results for all schools and LEAs that had grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort.

To determine which high schools and high school LEAs will receive a 2014 AYP Report, the California Department of Education (CDE) first identified schools and LEAs that had at least 90 percent of their students enrolled in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. Of these schools and LEAs, the CDE applied the following criteria to identify which schools and LEAs will receive a 2014 AYP Report.

- a. If the total student enrollment was 100 or more, **and**:
 - Nine or less students were enrolled in grades kindergarten through eight, **or**
 - Grades nine, ten, eleven, and/or twelve made up 99 percent or more of the total student enrollment
 - b. If the total student enrollment was less than 100, **and**:
 - The percent of students enrolled in grades kindergarten through eight was 5 percent or less.
- NOTE: Percentages were rounded to the nearest whole number. Enrollment from direct funded charter schools were not counted in the enrollment of the sponsoring LEA when grade level determinations were made for high school LEAs.

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Academic Performance Index (API)

2. Why is the 2014 Growth API not available for any school or district?

At the March 2014 meeting, the State Board of Education (SBE) approved the State Superintendent of Public Instruction's recommendation to not calculate the following API reports:

- 2014 Growth API
- 2014 Base API
- 2015 Growth API

As a result of not reporting the above APIs, the SBE also approved the removal of the API as an additional indicator for high schools within the AYP.

3. When will the next API Base and Growth results be produced?

Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015–16. At this time, it is anticipated that the 2015 Base API Report will be produced in spring 2016.

4. When will the next ranking data be released?

Effective July 1, 2013, California *Education Code* Section 52056(a) requiring API ranking of schools was repealed. As a result, beginning in 2014 and beyond, statewide and similar schools ranks will no longer be produced.

The final statewide and similar schools ranks were produced based on the 2013 Growth API data and reported within the 2013 Growth API reports.

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Adequate Yearly Progress (AYP)**5. Why are only high schools and high school districts receiving 2014 AYP reports this year?**

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified school districts participating in the Smarter Balanced Field Test.

However, the CDE produced 2014 AYP reports for high schools and high school LEAs that had enrollment in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. The AYP determinations are based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA), as well as the graduation rate. (For details on the criteria used for determining which "high schools" and "high school LEAs" will receive a 2014 AYP Report, please see question 1 of this document or view page 23 of the 2014 AYP Information Guide posted on the [CDE AYP Web page](#).)

6. How did the CDE determine that a school or a district should receive a 2014 AYP Report?

See the information within the response to question 1 (above).

7. Are results from the Smarter Balanced Field Test being incorporated in the 2014 AYP reports?

No. The Smarter Balanced Field Test did not generate any student results for accountability.

8. Are the grades five, eight, and ten California Assessment of Student Performance and Progress (CAASPP) science results incorporated in the 2014 AYP reports?

No. As in prior reporting years, AYP for high schools and high school LEAs is based on the grade ten CAHSEE and CAPA results, specifically the English-language arts and mathematics content areas. Science results have never been used for AYP.

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Program Improvement (PI)

9. My elementary school was identified as PI Year 2 last year and we did not receive an AYP determination for 2014. Why are we still receiving a 2014–15 PI Report?

All schools and LEAs that received Title I funds during the 2013–14 year will receive a 2014–15 PI report, regardless of whether or not a 2014 AYP determination was made. Elementary schools in PI during the 2013–14 year carry forward their 2013–14 PI placement to the 2014–15 school year. (See question 11 [below] for more information on PI implementation requirements.)

10. I noticed that my high school received a new PI placement this year, but another high school within my district (High School Z) did not receive a new placement. In fact, High School Z had last year's PI placement carried forward to the 2014–15 year. Can you explain why one high school would receive a new PI placement but another high school would not?

There are a few reasons why High School Z had last year's PI placement carried forward. First and foremost, only schools and LEAs that received a 2014 AYP Report had new PI determinations. If High School Z enrolled students in grades other than nine, ten, eleven, and/or twelve (i.e., grades six through twelve or seven through twelve), then the high school did not receive a 2014 AYP Report. In the event High School Z did not receive a 2014 AYP report, the 2013–14 PI placement of the high school would have been carried forward to the 2014–15 year. (See question 11 [below] for more information on PI implementation requirements.)

It could also be that High School Z *did* receive a 2014 AYP Report and met AYP. In this instance, the school would have maintained their 2013–14 PI placement. Please see the 2014 AYP Information Guide posted on the [CDE AYP Web page](#) to view the criteria for high school and high school LEA PI determination.

11. My school was in PI Year 1 last year and didn't get a new 2014 AYP determination this year. What PI activities, if any, do we need to implement for the 2014–15 year?

All Title I funded schools and LEAs in PI must continue to implement the PI requirements associated with their 2014–15 PI placement year, regardless of whether or not a 2014 AYP determination was made. Since the school was in PI Year 1 during the 2013–14 year and did not get an AYP determination in 2014, the school's prior PI Year 1 placement year is carried forward. Therefore, the school must continue to offer school choice during the 2014–15 year so long as it continues to receive Title I funds. Additional information on PI requirements for schools and LEAs can be found on the [CDE PI Web page](#).

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Cohort Graduation Rate

12. My school serves grades seven through twelve. We know that we are not going to receive a 2014 AYP Report, but because we graduated grade twelve students from the 2012–13 graduation cohort, are we going to be responsible for meeting the graduation rate for AYP?

Only schools and LEAs receiving a 2014 AYP Report will be responsible for meeting all AYP criteria, which includes the graduation rate. (See question 13 to find out more about cohort graduation reports for schools and LEAs that *did not* receive a 2014 AYP Report but are receiving a Cohort Graduation Rate Report because they had at least one grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort.)

13. My unified school district did not receive a 2014 AYP Report, but I would like to know what my graduation rate targets are for next year (2015). Can I access this information?

Yes, the Cohort Graduation Rate Reports are available through the [CDE Accountability Progress Reporting \(APR\) Web page](#).

QUESTIONS

Please contact the Academic Accountability Unit by phone at 916-319-0863 or by e-mail at aaucde@cdede.ca.gov.

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Questions: Academic Accountability Team | aaucde@cdede.ca.gov | 916-319-0863

Last Reviewed: Thursday, May 10, 2018



EL DORADO COUNTY CHARTER SPECIAL EDUCATION LOCAL PLAN AREA

DAVID M. TOSTON, Executive Director

Initial/Triennial IEP Planning

Please upload all pertinent documents to SEIS such as signed AP, Psych Evaluation etc.

Student Name _____ IEP Meeting Date _____

To be sent to parent(s): *These documents can be sent to the parents together

_____ Assessment Plan***Date signed AP is returned to school _____

_____ Prior Written Notice

_____ Health Questionnaire

_____ Procedural Safeguards

Give copies of signed assessment plan to:

_____ Psychologist

_____ Speech

_____ Occupational Therapist

_____ Nurse

_____ Others (physical therapist, behaviorist, etc.)

Schedule IEP meeting date and time:

- 1) Send three possible IEP meeting dates/times to school IEP team members/attendees
- 2) Once a meeting time is agreed upon, complete a Notice of Meeting (found in SEIS)
- 3) Send a hard copy of the Notice of Meeting to parent(s) for signature
- 4) Send a digital copy of Notice of Meeting via email to team to confirm
- 5) Send reminders as needed to parent requesting signed notice, if needed offer alternative options of attending the IEP; teleconference, Skype, Face time, different location...

- 6) Put original copy of notice in student's special education file
- 7) Follow up with attendees prior to IEP as a reminder of the upcoming IEP and document

Initial/Triennial IEP Planning Continued

Send Pupil information Request (PIR) to:

_____ Parents (parent PIR may be included with other documents that go to the parent pg.1)

_____ General Education teacher(s) (consider doing this via email include a return by date)

Prepare for the IEP

Acquire all assessment reports from team members

Make copies for parent(s) and ALL IEP team members of all DRAFT IEP paperwork:

_____ Academic PIR copied

_____ Health Report copied

_____ Special Education Report copied

_____ Other Reports copies (OT, APE, Speech)

_____ Agenda copied

Prepare Parent Resource Folder For IEP Meeting:

_____ Agenda for the IEP meeting

_____ Procedural Safeguards

_____ Blank Page for Meeting Notes

_____ Reports (Include copies of all reports being discussed during the IEP)

Other To Dos Prior to the IEP:

_____ Print out signature page before the IEP

_____ Fill out all possible pages and prepare note page for meeting (outline notes page according to the agenda)

_____ Confirm that attendees are coming (email, phone call, notes, face to face, document) If an excusal form needs to be used have it printed in advance and let parents know who won't be in attendance as soon as possible. Parent(s) have the right to cancel the meeting if not all participants are at the IEP meeting.

Initial/Triennial IEP Planning Continued

Following the IEP Meeting:

_____ **Affirm and attest IEP within seven days (even if there is NOT a parent signature)**

_____ Copy updated goals for working file(s)

_____ Agree on service time(s) with general education teacher

_____ Create a new student IEP file or update current IEP file

_____ Send a Prior Written Notice (found in SEIS) and document the date sent

_____ Copy the goals for general education teacher, copy any accommodations/modifications that general education teacher(s) needs and go over them with the teachers so they understand the needs of the student (IEP at a glance, found in SEIS)

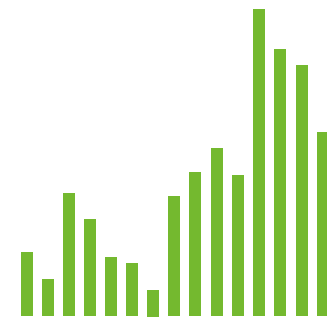
COMMENTS/NOTES:



Performance and usage summary

This report provides you with an easy-to-read overview of each classroom's performance and usage. For each class, you will see time spent practicing, the number of problems practiced, the number of skills mastered, and more.

Date range: July 25 - October 29
Students: All students
Include practice results below grade level
Subject: Math and language arts



Total usage

	Math	Language arts	Total
Total time spent	161 hr 39 min	64 hr 34 min	226 hr 13 min
Total problems attempted	30,468	15,253	45,721
Total skills practiced	1,327	582	1,909
Total skills mastered	835	302	1,137
Students practicing	53%	42%	53%

Performance and usage by class

	Math				
	July 25 - October 29				
	Time spent ¹	Problems attempted ²	Skills practiced ³	Skills mastered ⁴	% practicing ⁵
Kindergarten					
Grace Copper	–	–	–	–	0%
Caroline Ellis	0 hr 55 min	184	12	11	5%
Total - Kindergarten	0 hr 55 min	184	12	11	2%
First grade					
Lisa Kaweah	12 hr 27 min	2,317	138	82	92%
Deanna SanLorenzo	22 hr 18 min	5,349	252	159	100%
Emily Tuolumne	27 hr 50 min	4,960	283	165	93%
Total - First grade	62 hr 36 min	12,626	673	406	95%
Second grade					
Lisa Kaweah	4 hr 37 min	959	38	28	100%
Deanna SanLorenzo	11 hr 59 min	2,813	97	49	63%
Emily Tuolumne	16 hr 40 min	3,839	175	146	100%
Total - Second grade	33 hr 16 min	7,611	310	223	86%
Third grade					
Lisa Kaweah	5 hr 19 min	1,335	55	44	71%

Performance and usage by class

	Language arts				
	July 25 - October 29				
	Time spent	Problems attempted	Skills practiced	Skills mastered	% practicing
Kindergarten					
Grace Copper	–	–	–	–	0%
Caroline Ellis	0 hr 8 min	20	2	1	5%
Total - Kindergarten	0 hr 8 min	20	2	1	2%
First grade					
Lisa Kaweah	5 hr 25 min	1,041	65	30	77%
Deanna SanLorenzo	15 hr 32 min	2,899	119	49	100%
Emily Tuolumne	7 hr 14 min	1,455	92	41	79%
Total - First grade	28 hr 11 min	5,395	276	120	85%
Second grade					
Lisa Kaweah	4 hr 44 min	1,005	40	23	86%
Deanna SanLorenzo	3 hr 43 min	1,664	58	26	63%
Emily Tuolumne	6 hr 4 min	1,570	56	42	100%
Total - Second grade	14 hr 31 min	4,239	154	91	82%
Third grade					
Lisa Kaweah	4 hr 54 min	1,461	58	51	71%

Performance and usage by class

	Math				
	July 25 - October 29				
	Time spent ¹	Problems attempted ²	Skills practiced ³	Skills mastered ⁴	% practicing ⁵
Deanna SanLorenzo	4 hr 4 min	983	49	22	100%
Emily Tuolumne	5 hr 18 min	883	51	16	100%
Total - Third grade	14 hr 42 min	3,201	155	82	90%
Fourth grade					
Brendan Guadalupe	5 hr 47 min	909	20	11	50%
Roxanne Yuba	–	–	–	–	0%
Total - Fourth grade	5 hr 47 min	909	20	11	29%
Fifth grade					
Brendan Guadalupe	8 hr 14 min	932	15	8	67%
Roxanne Yuba	0 hr 3 min	2	0	0	8%
Total - Fifth grade	8 hr 17 min	934	15	8	28%
Sixth grade					
Brendan Guadalupe	34 hr 53 min	4,741	133	89	60%
Roxanne Yuba	1 hr 13 min	262	9	5	29%
Total - Sixth grade	36 hr 6 min	5,003	142	94	47%
Total - All students	161 hr 39 min	30,468	1,327	835	53%

¹Total amount of time spent practicing math or language arts on IXL. Idle time is excluded.

²Total number of IXL math or language arts problems attempted.

³Total number of IXL math or language arts skills practiced.

⁴Total number of IXL math or language arts skills mastered. A skill is mastered when a student reaches a SmartScore of 100.

⁵Percentage of students who have practiced math or language arts on IXL during the selected date range.

Performance and usage by class

	Language arts				
	July 25 - October 29				
	Time spent	Problems attempted	Skills practiced	Skills mastered	% practicing
Deanna SanLorenzo	5 hr 24 min	1,603	43	16	83%
Emily Tuolumne	2 hr 58 min	1,404	14	3	71%
Total - Third grade	13 hr 17 min	4,468	115	70	75%
Fourth grade					
Brendan Guadalupe	0 hr 53 min	155	5	2	29%
Roxanne Yuba	–	–	–	–	0%
Total - Fourth grade	0 hr 53 min	155	5	2	17%
Fifth grade					
Brendan Guadalupe	–	–	–	–	0%
Roxanne Yuba	0 hr 4 min	5	1	0	8%
Total - Fifth grade	0 hr 4 min	5	1	0	6%
Sixth grade					
Brendan Guadalupe	6 hr 57 min	774	23	15	20%
Roxanne Yuba	0 hr 33 min	197	6	3	14%
Total - Sixth grade	7 hr 30 min	971	29	18	18%
Total - All students	64 hr 34 min	15,253	582	302	42%



Performance and usage summary

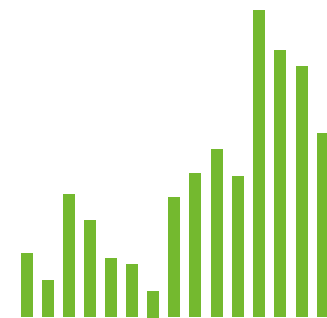
This report provides you with an easy-to-read overview of each classroom's performance and usage. For each class, you will see time spent practicing, the number of problems practiced, the number of skills mastered, and more.

Date range: July 26, 2017 - June 1, 2018

Students: All students

Include practice results below grade level

Subject: Math and language arts



Total usage

	Math	Language arts	Total
Total time spent	166 hr 44 min	107 hr 1 min	273 hr 44 min
Total problems attempted	34,842	27,899	62,741
Total skills practiced	1,302	790	2,092
Total skills mastered	627	395	1,022
Students practicing	41%	38%	42%

Performance and usage by class

	Math				
	July 26, 2017 - June 1, 2018				
	Time spent ¹	Problems attempted ²	Skills practiced ³	Skills mastered ⁴	% practicing ⁵
Kindergarten					
Grace Copper	–	–	–	–	0%
Caroline Ellis	–	–	–	–	0%
Total - Kindergarten	–	–	–	–	0%
First grade					
Lisa Kaweah	1 hr 32 min	182	7	5	15%
Deanna SanLorenzo	3 hr 38 min	614	30	25	7%
Emily Tuolumne	2 hr 2 min	295	15	9	7%
Total - First grade	7 hr 11 min	1,091	52	39	10%
Second grade					
Lisa Kaweah	9 hr 31 min	1,482	57	35	86%
Deanna SanLorenzo	34 hr 47 min	7,587	256	144	75%
Emily Tuolumne	22 hr 0 min	5,771	173	92	100%
Total - Second grade	66 hr 18 min	14,840	486	271	86%
Third grade					
Lisa Kaweah	9 hr 16 min	1,779	64	34	86%

Performance and usage by class

	Language arts				
	July 26, 2017 - June 1, 2018				
	Time spent	Problems attempted	Skills practiced	Skills mastered	% practicing
Kindergarten					
Grace Copper	–	–	–	–	0%
Caroline Ellis	–	–	–	–	0%
Total - Kindergarten	–	–	–	–	0%
First grade					
Lisa Kaweah	1 hr 30 min	274	5	4	8%
Deanna SanLorenzo	0 hr 54 min	216	10	6	7%
Emily Tuolumne	0 hr 3 min	8	1	0	7%
Total - First grade	2 hr 27 min	498	16	10	7%
Second grade					
Lisa Kaweah	4 hr 55 min	864	34	17	71%
Deanna SanLorenzo	8 hr 42 min	2,281	89	55	75%
Emily Tuolumne	11 hr 1 min	2,826	102	57	100%
Total - Second grade	24 hr 38 min	5,971	225	129	82%
Third grade					
Lisa Kaweah	14 hr 59 min	2,687	59	37	71%

Performance and usage by class

	Math				
	July 26, 2017 - June 1, 2018				
	Time spent ¹	Problems attempted ²	Skills practiced ³	Skills mastered ⁴	% practicing ⁵
Deanna SanLorenzo	10 hr 37 min	2,067	114	32	100%
Emily Tuolumne	9 hr 56 min	1,466	44	18	86%
Total - Third grade	29 hr 49 min	5,312	222	84	90%
Fourth grade					
Brendan Guadalupe	18 hr 44 min	5,487	197	76	71%
Roxanne Yuba	18 hr 0 min	3,779	138	78	70%
Total - Fourth grade	36 hr 44 min	9,266	335	154	71%
Fifth grade					
Brendan Guadalupe	–	–	–	–	0%
Roxanne Yuba	18 hr 20 min	3,071	137	65	83%
Total - Fifth grade	18 hr 20 min	3,071	137	65	56%
Sixth grade					
Brendan Guadalupe	0 hr 57 min	26	1	0	10%
Roxanne Yuba	7 hr 24 min	1,236	69	14	86%
Total - Sixth grade	8 hr 21 min	1,262	70	14	41%
Total - All students	166 hr 44 min	34,842	1,302	627	41%

¹Total amount of time spent practicing math or language arts on IXL. Idle time is excluded.

²Total number of IXL math or language arts problems attempted.

³Total number of IXL math or language arts skills practiced.

⁴Total number of IXL math or language arts skills mastered. A skill is mastered when a student reaches a SmartScore of 100.

⁵Percentage of students who have practiced math or language arts on IXL during the selected date range.

Performance and usage by class

	Language arts				
	July 26, 2017 - June 1, 2018				
	Time spent	Problems attempted	Skills practiced	Skills mastered	% practicing
Deanna SanLorenzo	9 hr 58 min	2,249	84	46	100%
Emily Tuolumne	7 hr 8 min	1,313	29	17	86%
Total - Third grade	32 hr 5 min	6,249	172	100	85%
Fourth grade					
Brendan Guadalupe	18 hr 28 min	6,218	183	70	64%
Roxanne Yuba	14 hr 12 min	4,558	103	55	70%
Total - Fourth grade	32 hr 40 min	10,776	286	125	67%
Fifth grade					
Brendan Guadalupe	–	–	–	–	0%
Roxanne Yuba	10 hr 15 min	2,968	64	21	75%
Total - Fifth grade	10 hr 15 min	2,968	64	21	50%
Sixth grade					
Brendan Guadalupe	1 hr 44 min	529	3	3	10%
Roxanne Yuba	3 hr 12 min	908	24	7	86%
Total - Sixth grade	4 hr 56 min	1,437	27	10	41%
Total - All students	107 hr 1 min	27,899	790	395	38%

Smarter Balanced Assessment Test Results for:

School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year:

Select Student Group:

[Apply Selections](#)

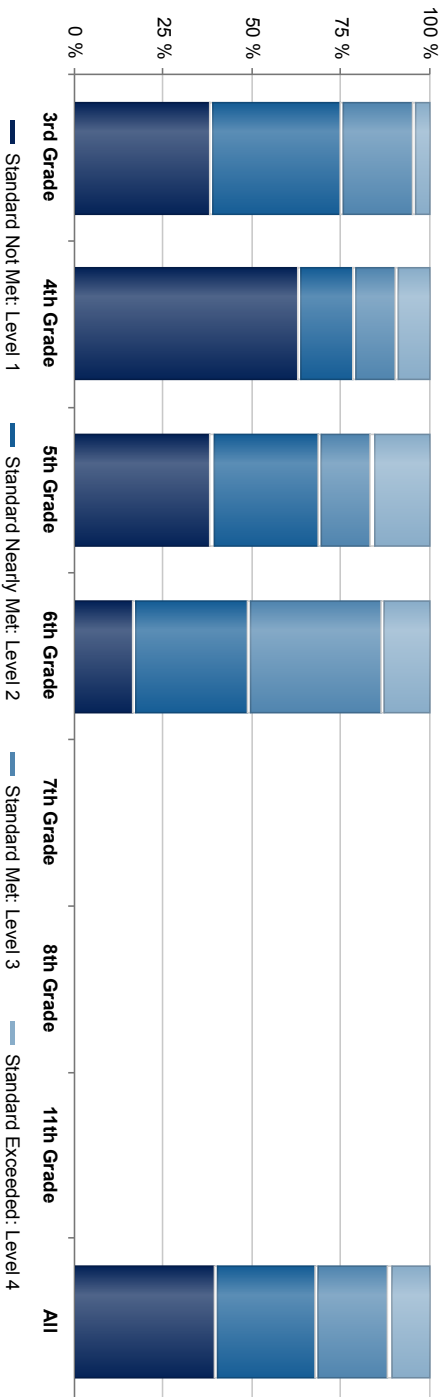
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	50	53	56	48	N/A	N/A	N/A	207
Number of Students Tested ¹	49	53	56	47	N/A	N/A	N/A	205
Number of Students With Scores ¹	49	53	56	47	N/A	N/A	N/A	205
Mean Scale Score	2376.6	2402.1	2471.1	2526.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	4%	9%	16%	13%	N/A	N/A	N/A	11%
Standard Met: Level 3 ¹	20%	11%	14%	38%	N/A	N/A	N/A	20%

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	37 %	15 %	30 %	32 %	N/A	N/A	N/A	28 %
Standard Not Met: Level 1 1	39 %	64 %	39 %	17 %	N/A	N/A	N/A	40 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6 %	8 %	16 %	17 %	N/A	N/A	N/A	12 %
At or Near Standard 1	37 %	38 %	41 %	53 %	N/A	N/A	N/A	42 %
Below Standard 1	57 %	55 %	43 %	30 %	N/A	N/A	N/A	46 %



Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6 %	9 %	18 %	23 %	N/A	N/A	N/A	14 %
At or Near Standard 1	51 %	38 %	41 %	60 %	N/A	N/A	N/A	47 %
Below Standard 1	43 %	53 %	41 %	17 %	N/A	N/A	N/A	39 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6 %	8 %	14 %	9 %	N/A	N/A	N/A	9 %
At or Near Standard 	69 %	51 %	55 %	79 %	N/A	N/A	N/A	63 %
Below Standard 	24 %	42 %	30 %	13 %	N/A	N/A	N/A	28 %

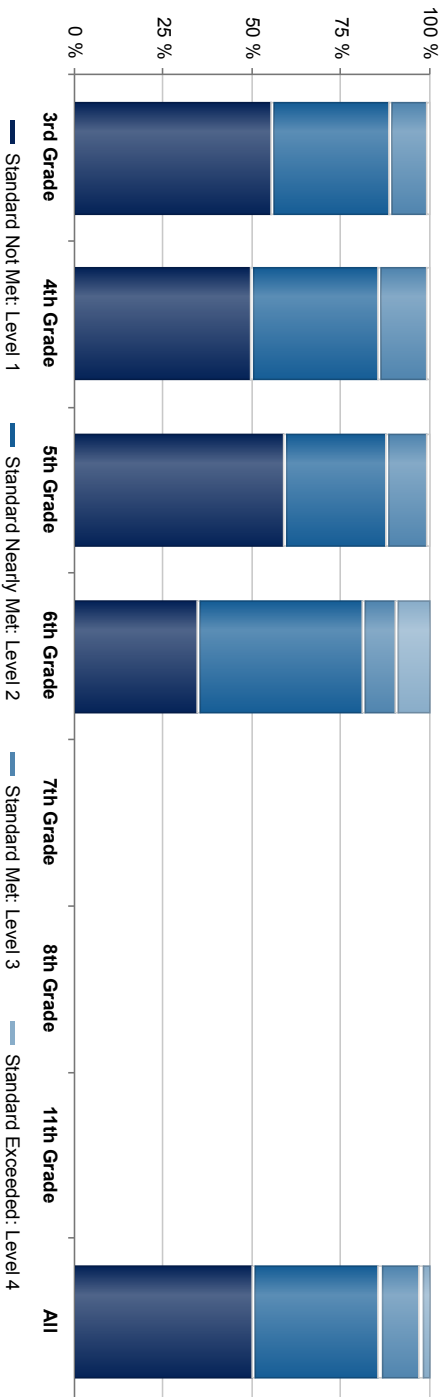
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6 %	4 %	13 %	21 %	N/A	N/A	N/A	11 %
At or Near Standard 	51 %	42 %	66 %	60 %	N/A	N/A	N/A	55 %
Below Standard 	43 %	55 %	21 %	19 %	N/A	N/A	N/A	35 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	50	53	56	48	N/A	N/A	N/A	207
Number of Students Tested ¹	49	53	56	47	N/A	N/A	N/A	205
Number of Students With Scores ¹	49	53	56	47	N/A	N/A	N/A	205
Mean Scale Score	2361.0	2409.2	2425.0	2492.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	0 %	0 %	0 %	9 %	N/A	N/A	N/A	2 %
Standard Met: Level 3 ¹	10 %	13 %	11 %	9 %	N/A	N/A	N/A	11 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	33 %	36 %	29 %	47 %	N/A	N/A	N/A	36 %
Standard Not Met: Level 1	57 %	51 %	61 %	36 %	N/A	N/A	N/A	52 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	0 %	2 %	4 %	9 %	N/A	N/A	N/A	3 %
At or Near Standard	29 %	26 %	18 %	36 %	N/A	N/A	N/A	27 %
Below Standard	71 %	72 %	79 %	55 %	N/A	N/A	N/A	70 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	2 %	2 %	7 %	13 %	N/A	N/A	N/A	6 %
At or Near Standard	41 %	42 %	36 %	49 %	N/A	N/A	N/A	41 %
Below Standard	57 %	57 %	57 %	38 %	N/A	N/A	N/A	53 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	4 %	0 %	2 %	9 %	N/A	N/A	N/A	3 %
At or Near Standard 	55 %	40 %	43 %	62 %	N/A	N/A	N/A	49 %
Below Standard 	41 %	60 %	55 %	30 %	N/A	N/A	N/A	47 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

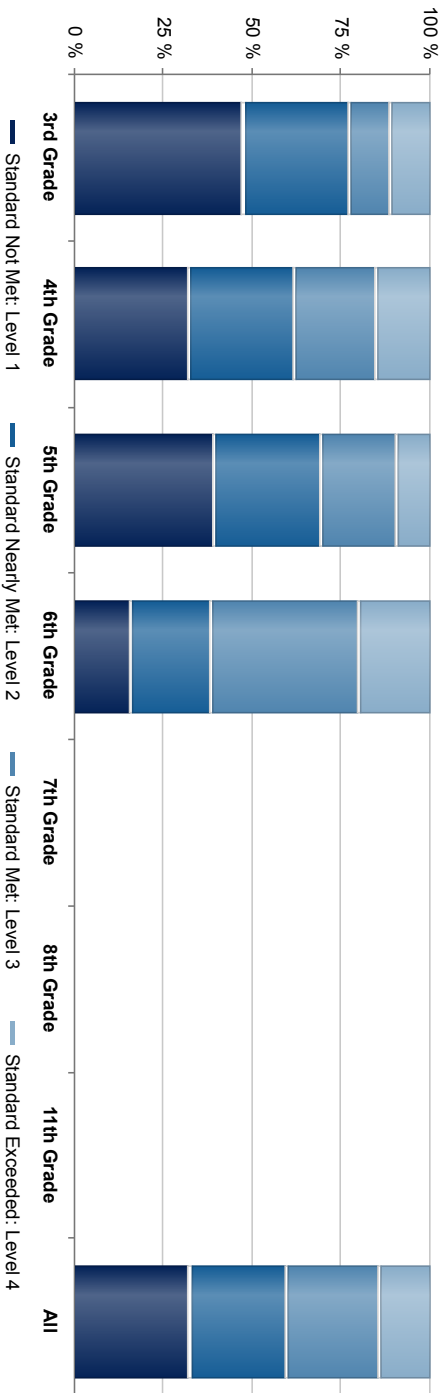
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	40	42	44	57	N/A	N/A	N/A	183
# of Students Tested ¹	37	40	43	55	N/A	N/A	N/A	175
# of Students With Scores ¹	37	40	43	55	N/A	N/A	N/A	175
Mean Scale Score	2373.0	2449.8	2469.4	2542.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	11 %	15 %	9 %	20 %	N/A	N/A	N/A	14 %
Standard Met: Level 3 ¹	11 %	23 %	21 %	42 %	N/A	N/A	N/A	26 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	30 %	30 %	30 %	22 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 ¹	49 %	33 %	40 %	16 %	N/A	N/A	N/A	33 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	8 %	10 %	9 %	22 %	N/A	N/A	N/A	13 %
Near Standard ¹	41 %	60 %	47 %	49 %	N/A	N/A	N/A	49 %
Below Standard ¹	51 %	30 %	44 %	29 %	N/A	N/A	N/A	38 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	5 %	10 %	14 %	33 %	N/A	N/A	N/A	17 %
Near Standard ¹	43 %	58 %	47 %	51 %	N/A	N/A	N/A	50 %
Below Standard ¹	51 %	33 %	40 %	16 %	N/A	N/A	N/A	33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	8 %	18 %	7 %	18 %	N/A	N/A	N/A	13 %
Near Standard 	62 %	73 %	60 %	73 %	N/A	N/A	N/A	67 %
Below Standard 	30 %	10 %	33 %	9 %	N/A	N/A	N/A	19 %

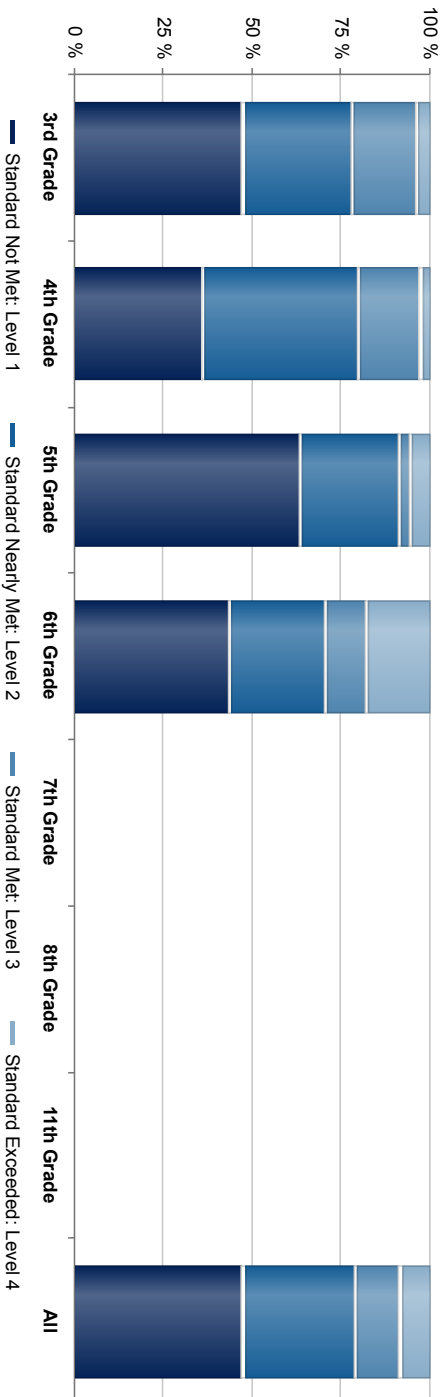
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	8 %	15 %	14 %	33 %	N/A	N/A	N/A	19 %
Near Standard 	46 %	65 %	70 %	55 %	N/A	N/A	N/A	59 %
Below Standard 	46 %	20 %	16 %	13 %	N/A	N/A	N/A	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	40	42	44	57	N/A	N/A	N/A	183
# of Students Tested ¹	39	41	43	56	N/A	N/A	N/A	179
# of Students With Scores ¹	39	41	43	56	N/A	N/A	N/A	179
Mean Scale Score	2381.7	2428.8	2440.9	2494.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	3%	2%	5%	18%	N/A	N/A	N/A	8%
Standard Met: Level 3 ¹	18%	17%	2%	11%	N/A	N/A	N/A	12%




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	31 %	44 %	28 %	27 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	49 %	37 %	65 %	45 %	N/A	N/A	N/A	49 %

Mathematics Scale Score Ranges



Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	13 %	7 %	2 %	21 %	N/A	N/A	N/A	12 %
 Near Standard 1	33 %	29 %	21 %	25 %	N/A	N/A	N/A	27 %
 Below Standard 1	54 %	63 %	77 %	54 %	N/A	N/A	N/A	61 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	5 %	10 %	7 %	14 %	N/A	N/A	N/A	9 %
 Near Standard 1	38 %	39 %	30 %	46 %	N/A	N/A	N/A	39 %
 Below Standard 1	56 %	51 %	63 %	39 %	N/A	N/A	N/A	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	5 %	7 %	5 %	20 %	N/A	N/A	N/A
Near Standard 	56 %	49 %	40 %	46 %	N/A	N/A	N/A	47 %
Below Standard 	38 %	44 %	56 %	34 %	N/A	N/A	N/A	42 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

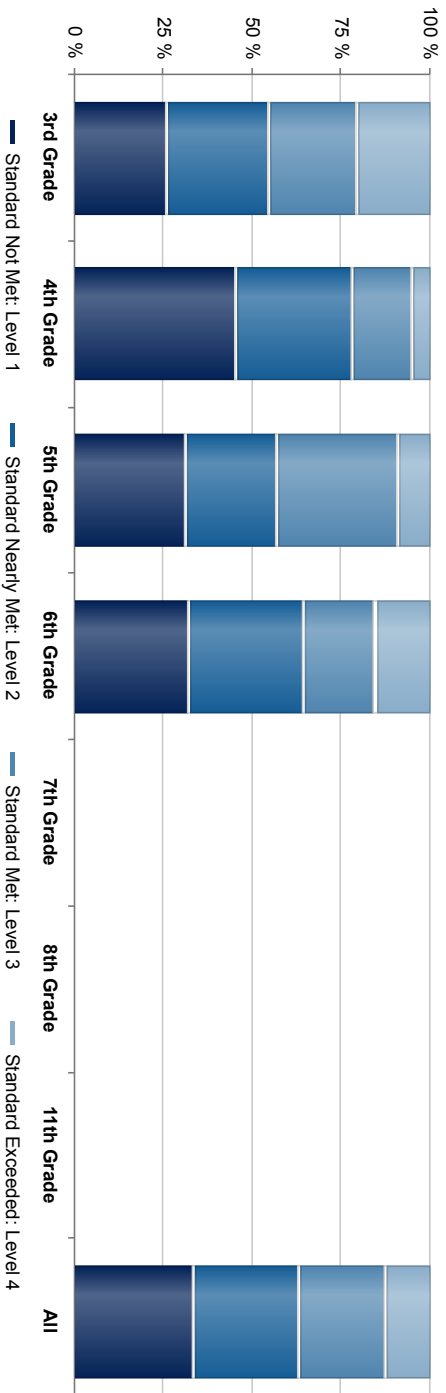
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	51	44	47	48	N/A	N/A	N/A	190
# of Students Tested ¹	49	43	47	46	N/A	N/A	N/A	185
# of Students With Scores ¹	49	43	47	46	N/A	N/A	N/A	185
Mean Scale Score	2417.3	2412.0	2479.7	2510.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.41 %	4.65 %	8.51 %	15.22 %	N/A	N/A	N/A	12.43 %
Standard Met: Level 3 ¹	24.49 %	16.28 %	34.04 %	19.57 %	N/A	N/A	N/A	23.78 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	28.57 %	32.56 %	25.53 %	32.61 %	N/A	N/A	N/A	29.73 %
Standard Not Met: Level 1 ¹	26.53 %	46.51 %	31.91 %	32.61 %	N/A	N/A	N/A	34.05 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	14.29 %	6.98 %	14.89 %	19.57 %	N/A	N/A	N/A	14.05 %
Near Standard ¹	38.78 %	44.19 %	53.19 %	43.48 %	N/A	N/A	N/A	44.86 %
Below Standard ¹	46.94 %	48.84 %	31.91 %	36.96 %	N/A	N/A	N/A	41.08 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	30.61 %	4.65 %	17.02 %	15.22 %	N/A	N/A	N/A	17.30 %
Near Standard ¹	44.90 %	55.81 %	59.57 %	45.65 %	N/A	N/A	N/A	51.35 %
Below Standard ¹	24.49 %	39.53 %	23.40 %	39.13 %	N/A	N/A	N/A	31.35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	16.33 %	2.33 %	14.89 %	15.22 %	N/A	N/A	N/A	12.43 %
Near Standard 	65.31 %	48.84 %	59.57 %	63.04 %	N/A	N/A	N/A	59.46 %
Below Standard 	18.37 %	48.84 %	25.53 %	21.74 %	N/A	N/A	N/A	28.11 %

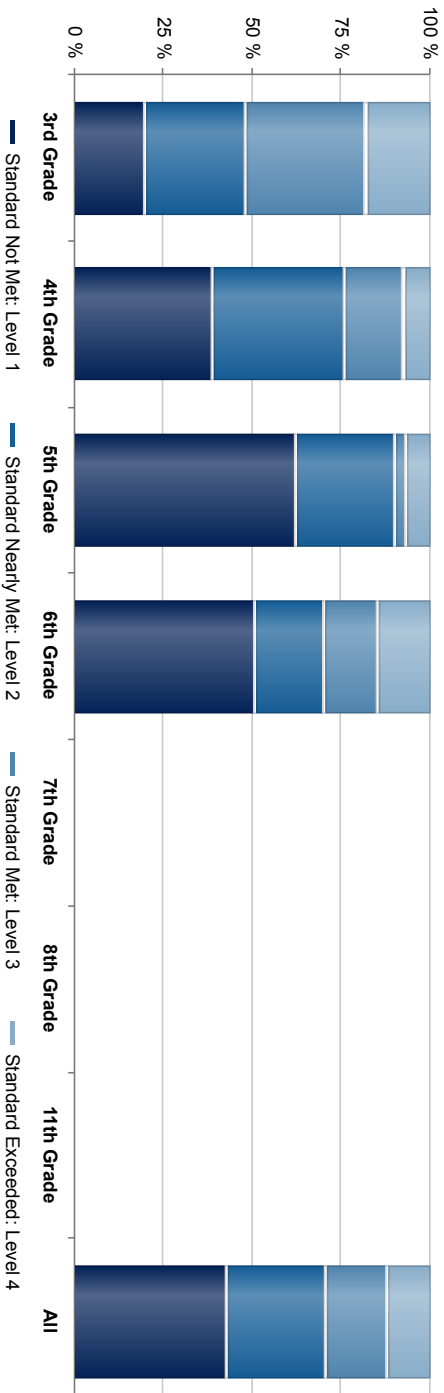
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	36.73 %	9.30 %	12.77 %	21.74 %	N/A	N/A	N/A	20.54 %
Near Standard 	46.94 %	53.49 %	55.32 %	52.17 %	N/A	N/A	N/A	51.89 %
Below Standard 	16.33 %	37.21 %	31.91 %	26.09 %	N/A	N/A	N/A	27.57 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	51	44	47	48	N/A	N/A	N/A	190
# of Students Tested ¹	50	43	47	48	N/A	N/A	N/A	188
# of Students With Scores ¹	50	43	47	48	N/A	N/A	N/A	188
Mean Scale Score	2435.8	2432.5	2442.1	2479.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	18.00 %	6.98 %	6.38 %	14.58 %	N/A	N/A	N/A	11.70 %
Standard Met: Level 3 ¹	34.00 %	16.28 %	2.13 %	14.58 %	N/A	N/A	N/A	17.02 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	28.00 %	37.21 %	27.66 %	18.75 %	N/A	N/A	N/A	27.66 %
Standard Not Met: Level 1 1	20.00 %	39.53 %	63.83 %	52.08 %	N/A	N/A	N/A	43.62 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	26.00 %	13.95 %	6.38 %	18.75 %	N/A	N/A	N/A	16.49 %
 Near Standard 1	42.00 %	27.91 %	14.89 %	20.83 %	N/A	N/A	N/A	26.60 %
 Below Standard 1	32.00 %	58.14 %	78.72 %	60.42 %	N/A	N/A	N/A	56.91 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	30.00 %	4.65 %	6.38 %	8.33 %	N/A	N/A	N/A	12.77 %
 Near Standard 1	58.00 %	39.53 %	44.68 %	35.42 %	N/A	N/A	N/A	44.68 %
 Below Standard 1	12.00 %	55.81 %	48.94 %	56.25 %	N/A	N/A	N/A	42.55 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	28.00 %	9.30 %	4.26 %	18.75 %	N/A	N/A	N/A
Near Standard 	48.00 %	27.91 %	44.68 %	29.17 %	N/A	N/A	N/A	37.77 %
Below Standard 	24.00 %	62.79 %	51.06 %	52.08 %	N/A	N/A	N/A	46.81 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: La Tercera Elementary

CDS Code: 49-70847-6051916

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

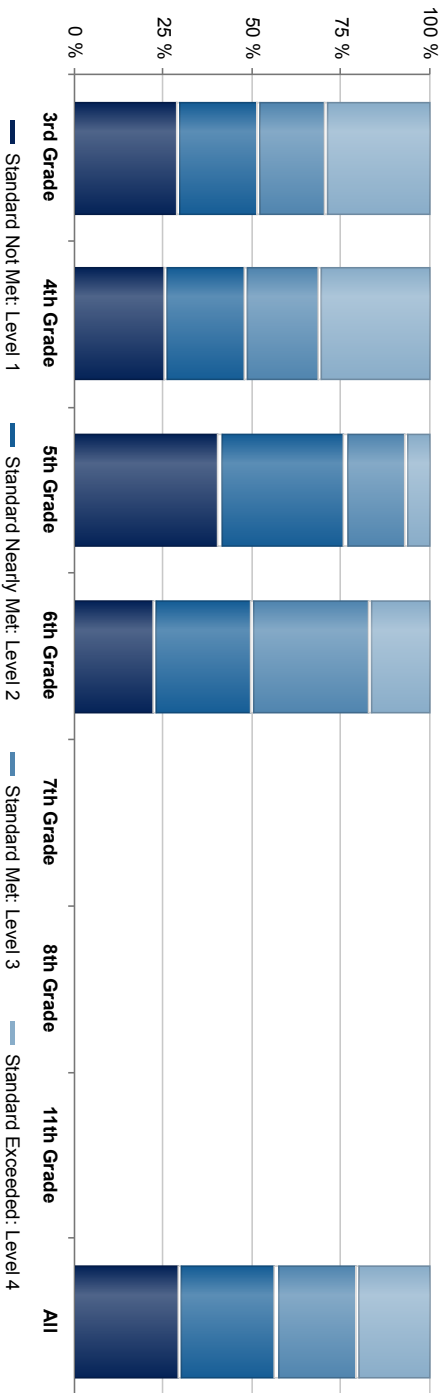
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	28	56	49	48	48	N/A	N/A	181
# of Students Tested ¹	27	54	48	48	48	N/A	N/A	177
# of Students With Scores ¹	27	54	48	48	48	N/A	N/A	177
Mean Scale Score	2422.4	2475.4	2452.3	2531.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	29.63 %	31.48 %	6.25 %	16.67 %	N/A	N/A	N/A	20.34 %
Standard Met: Level 3 ¹	18.52 %	20.37 %	16.67 %	33.33 %	N/A	N/A	N/A	22.60 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	22.22 %	22.22 %	35.42 %	27.08 %	N/A	N/A	N/A	27.12 %
Standard Not Met: Level 1 ¹	29.63 %	25.93 %	41.67 %	22.92 %	N/A	N/A	N/A	29.94 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	11.11 %	27.78 %	10.42 %	33.33 %	N/A	N/A	N/A	22.03 %
Near Standard ¹	51.85 %	48.15 %	50.00 %	31.25 %	N/A	N/A	N/A	44.63 %
Below Standard ¹	37.04 %	24.07 %	39.58 %	35.42 %	N/A	N/A	N/A	33.33 %


WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	37.04 %	29.63 %	10.42 %	29.17 %	N/A	N/A	N/A	25.42 %
Near Standard ¹	37.04 %	48.15 %	52.08 %	45.83 %	N/A	N/A	N/A	46.89 %
Below Standard ¹	25.93 %	22.22 %	37.50 %	25.00 %	N/A	N/A	N/A	27.68 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	18.52 %	18.52 %	10.42 %	14.58 %	N/A	N/A	N/A	15.25 %
Near Standard 	66.67 %	68.52 %	58.33 %	75.00 %	N/A	N/A	N/A	67.23 %
Below Standard 	14.81 %	12.96 %	31.25 %	10.42 %	N/A	N/A	N/A	17.51 %

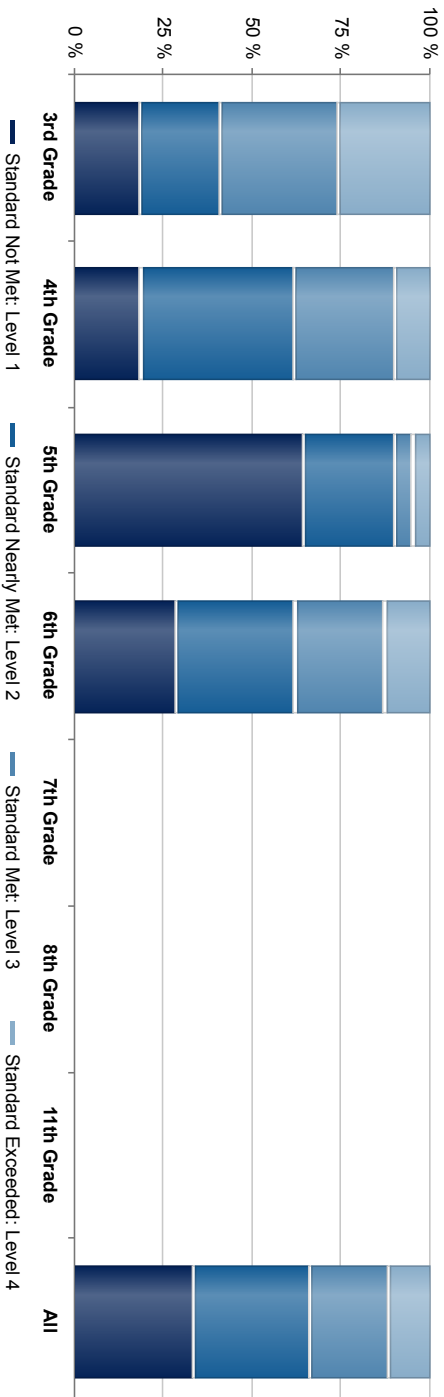
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	40.74 %	29.63 %	4.17 %	22.92 %	N/A	N/A	N/A	22.60 %
Near Standard 	40.74 %	40.74 %	56.25 %	54.17 %	N/A	N/A	N/A	48.59 %
Below Standard 	18.52 %	29.63 %	39.58 %	22.92 %	N/A	N/A	N/A	28.81 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	28	56	49	48	48	N/A	N/A	181
# of Students Tested ¹	27	53	47	48	48	N/A	N/A	175
# of Students With Scores ¹	27	53	47	48	48	N/A	N/A	175
Mean Scale Score	2450.3	2467.1	2423.5	2503.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	25.93 %	9.43 %	4.26 %	12.50 %	N/A	N/A	N/A	11.43 %
Standard Met: Level 3 ¹	33.33 %	28.30 %	4.26 %	25.00 %	N/A	N/A	N/A	21.71 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	22.22 %	43.40 %	25.53 %	33.33 %	N/A	N/A	N/A	32.57 %
Standard Not Met: Level 1 1	18.52 %	18.87 %	65.96 %	29.17 %	N/A	N/A	N/A	34.29 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	37.04 %	20.75 %	6.38 %	16.67 %	N/A	N/A	N/A	18.29 %
Near Standard 1	29.63 %	43.40 %	10.64 %	41.67 %	N/A	N/A	N/A	32.00 %
Below Standard 1	33.33 %	35.85 %	82.98 %	41.67 %	N/A	N/A	N/A	49.71 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	44.44 %	20.75 %	2.13 %	12.50 %	N/A	N/A	N/A	17.14 %
Near Standard 1	37.04 %	50.94 %	25.53 %	41.67 %	N/A	N/A	N/A	39.43 %
Below Standard 1	18.52 %	28.30 %	72.34 %	45.83 %	N/A	N/A	N/A	43.43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	40.74 %	16.98 %	4.26 %	16.67 %	N/A	N/A	N/A
Near Standard 	51.85 %	54.72 %	31.91 %	50.00 %	N/A	N/A	N/A	46.86 %
Below Standard 	7.41 %	28.30 %	63.83 %	33.33 %	N/A	N/A	N/A	36.00 %

[Mathematics Area Achievement Level Descriptors](#)



California Department of Education
 Analysis, Measurement, and Accountability Reporting Division
 Academic Accountability Unit

2015 Accountability Progress Reporting (APR) Local Educational Agency (LEA) List of Schools

LEA: Old Adobe Union
County: Sonoma
CDS Code: 49-70847-0000000

Type: Elementary District

Date: 6/30/2016

2015 APR Reports and Supplemental Information:

--Select a Report-- ▼

Elementary Schools

Elementary Schools	CDS Code	Met All Components	Met English-Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status
La Tercera Elementary	49-70847-6051916	Yes	Yes	Yes	Yes	N/A	Year 3
Loma Vista Immersion Academy	49-70847-0127555	Yes	Yes	Yes	Yes	N/A	Not in PI
Miwok Valley Language Academy Charter	49-70847-6072136	Yes	Yes	Yes	Yes	N/A	Year 5
Old Adobe Elementary Charter	49-70847-6051924	Yes	Yes	Yes	Yes	N/A	Not Title 1
River Montessori Elementary Charter	49-70847-0119750	Yes	Yes	Yes	Yes	N/A	Not Title 1
Sonoma Mountain Elementary	49-70847-6114755	Yes	Yes	Yes	Yes	N/A	Not Title 1

Middle Schools

No Middle Schools in the District

High Schools

No High Schools in the District.

An "N/A" in the "Met Graduation Rate" or the "Met Attendance Rate" column means that the school or LEA was not required to meet the graduation rate or the attendance rate criteria.

[Web Policy](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year:

Select Student Group:

[Apply Selections](#)

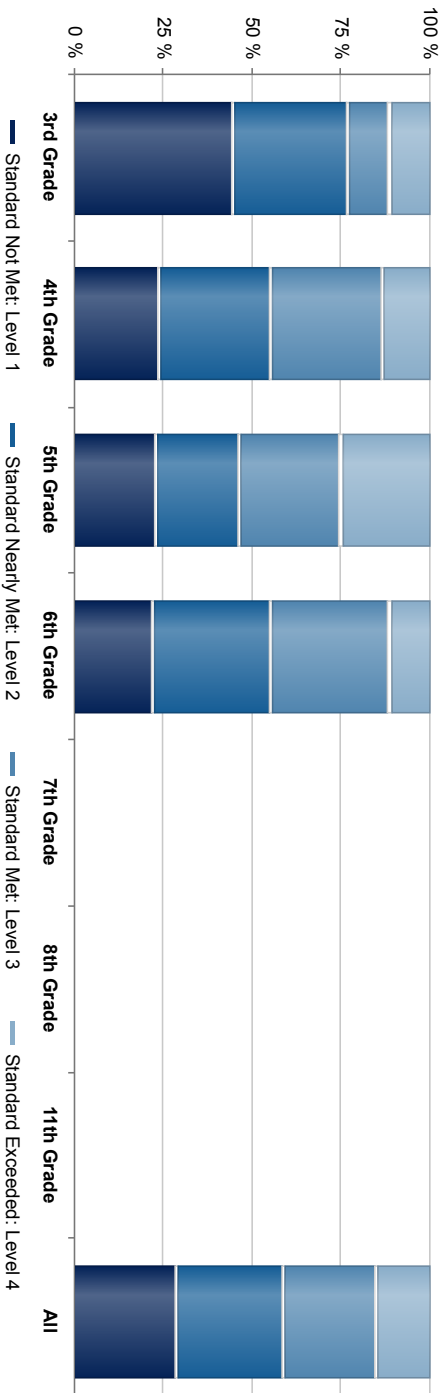
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	54	45	62	64	N/A	N/A	N/A	225
Number of Students Tested ¹	53	45	60	63	N/A	N/A	N/A	221
Number of Students With Scores ¹	53	45	60	63	N/A	N/A	N/A	221
Mean Scale Score	2384.2	2463.9	2504.2	2513.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	11 %	13 %	25 %	11 %	N/A	N/A	N/A	15 %
Standard Met: Level 3 ¹	11 %	31 %	28 %	33 %	N/A	N/A	N/A	26 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	32 %	31 %	23 %	33 %	N/A	N/A	N/A	30 %
Standard Not Met: Level 1 ¹	45 %	24 %	23 %	22 %	N/A	N/A	N/A	29 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	9 %	18 %	23 %	11 %	N/A	N/A	N/A	15 %
At or Near Standard ¹	32 %	51 %	47 %	57 %	N/A	N/A	N/A	47 %
Below Standard ¹	58 %	31 %	30 %	32 %	N/A	N/A	N/A	38 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	15 %	11 %	33 %	13 %	N/A	N/A	N/A	19 %
At or Near Standard ¹	47 %	69 %	40 %	60 %	N/A	N/A	N/A	53 %
Below Standard ¹	38 %	20 %	27 %	27 %	N/A	N/A	N/A	28 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	13 %	15 %	21 %	N/A	N/A	N/A	16 %
At or Near Standard 	62 %	67 %	60 %	62 %	N/A	N/A	N/A	62 %
Below Standard 	25 %	20 %	25 %	17 %	N/A	N/A	N/A	22 %

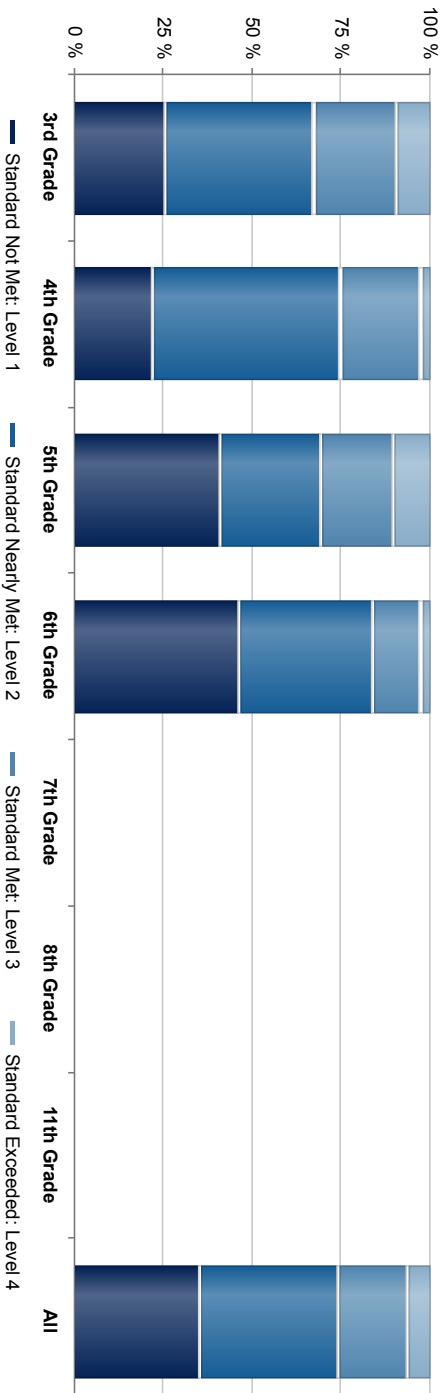
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	9 %	20 %	37 %	14 %	N/A	N/A	N/A	20 %
At or Near Standard 	57 %	64 %	48 %	67 %	N/A	N/A	N/A	59 %
Below Standard 	34 %	16 %	15 %	19 %	N/A	N/A	N/A	21 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution




[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	54	45	62	64	N/A	N/A	N/A	225
Number of Students Tested ¹	53	45	60	63	N/A	N/A	N/A	221
Number of Students With Scores ¹	53	45	60	63	N/A	N/A	N/A	221
Mean Scale Score	2416.2	2452.6	2478.4	2460.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9 %	2 %	10 %	2 %	N/A	N/A	N/A	6 %
Standard Met: Level 3 ¹	23 %	22 %	20 %	13 %	N/A	N/A	N/A	19 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	42 %	53 %	28 %	38 %	N/A	N/A	N/A	39 %
Standard Not Met: Level 1 	26 %	22 %	42 %	48 %	N/A	N/A	N/A	36 %

Mathematics Scale Score Ranges





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	15 %	9 %	13 %	3 %	N/A	N/A	N/A	10 %
At or Near Standard 	40 %	53 %	37 %	30 %	N/A	N/A	N/A	39 %
Below Standard 	45 %	38 %	50 %	67 %	N/A	N/A	N/A	51 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	17 %	7 %	17 %	5 %	N/A	N/A	N/A	11 %
At or Near Standard 	53 %	64 %	32 %	46 %	N/A	N/A	N/A	48 %
Below Standard 	30 %	29 %	52 %	49 %	N/A	N/A	N/A	41 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	7 %	15 %	2 %	N/A	N/A	N/A	9 %
At or Near Standard 	70 %	58 %	45 %	51 %	N/A	N/A	N/A	55 %
Below Standard 	17 %	36 %	40 %	48 %	N/A	N/A	N/A	36 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

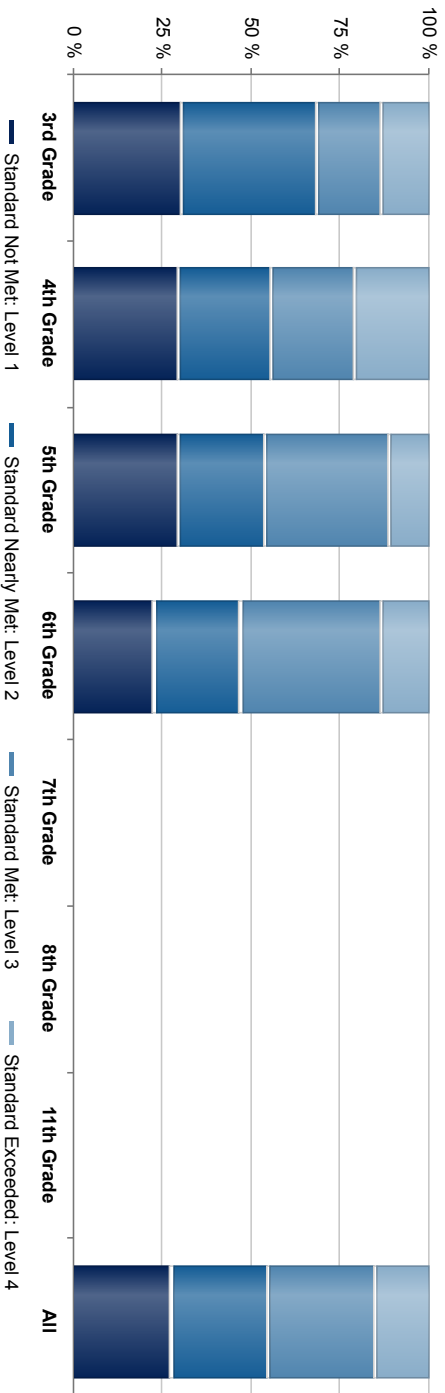
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	46	61	54	63	N/A	N/A	N/A	224
# of Students Tested ¹	45	61	54	62	N/A	N/A	N/A	222
# of Students With Scores ¹	45	61	54	62	N/A	N/A	N/A	222
Mean Scale Score	2403.1	2462.2	2484.8	2521.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	13 %	21 %	11 %	13 %	N/A	N/A	N/A	15 %
Standard Met: Level 3 ¹	18 %	23 %	35 %	40 %	N/A	N/A	N/A	30 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	38 %	26 %	24 %	24 %	N/A	N/A	N/A	27 %
Standard Not Met: Level 1 ¹	31 %	30 %	30 %	23 %	N/A	N/A	N/A	28 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	20 %	23 %	20 %	19 %	N/A	N/A	N/A	21 %
Near Standard ¹	38 %	43 %	41 %	47 %	N/A	N/A	N/A	42 %
Below Standard ¹	42 %	34 %	39 %	34 %	N/A	N/A	N/A	37 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	11 %	13 %	24 %	18 %	N/A	N/A	N/A	17 %
Near Standard ¹	49 %	59 %	48 %	48 %	N/A	N/A	N/A	51 %
Below Standard ¹	40 %	28 %	28 %	34 %	N/A	N/A	N/A	32 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	11 %	15 %	9 %	18 %	N/A	N/A	N/A	14 %
Near Standard 	69 %	61 %	78 %	73 %	N/A	N/A	N/A	70 %
Below Standard 	20 %	25 %	13 %	10 %	N/A	N/A	N/A	17 %

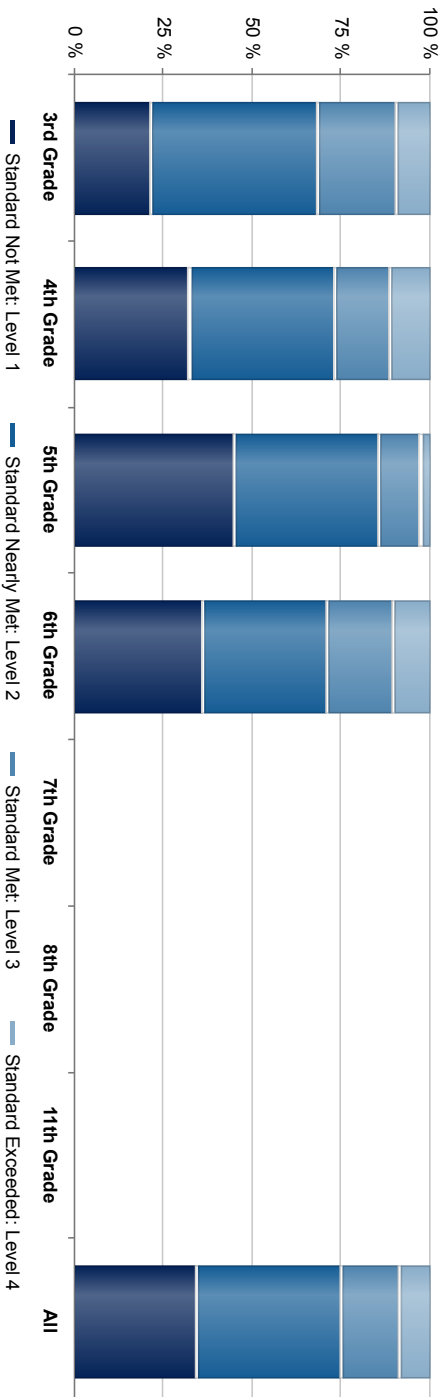
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13 %	23 %	20 %	27 %	N/A	N/A	N/A	22 %
Near Standard 	56 %	49 %	59 %	60 %	N/A	N/A	N/A	56 %
Below Standard 	31 %	28 %	20 %	13 %	N/A	N/A	N/A	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	46	61	54	54	63	N/A	N/A	224
# of Students Tested ¹	45	61	54	54	62	N/A	N/A	222
# of Students With Scores ¹	45	61	54	54	62	N/A	N/A	222
Mean Scale Score	2412.9	2442.0	2465.2	2498.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9 %	11 %	2 %	10 %	N/A	N/A	N/A	8 %
Standard Met: Level 3 ¹	22 %	15 %	11 %	18 %	N/A	N/A	N/A	16 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	47 %	41 %	41 %	35 %	N/A	N/A	N/A	41 %
Standard Not Met: Level 1 1	22 %	33 %	46 %	37 %	N/A	N/A	N/A	35 %

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	20 %	16 %	4 %	11 %	N/A	N/A	N/A	13 %
 Near Standard 1	33 %	20 %	41 %	42 %	N/A	N/A	N/A	34 %
 Below Standard 1	47 %	64 %	56 %	47 %	N/A	N/A	N/A	54 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	13 %	13 %	2 %	8 %	N/A	N/A	N/A	9 %
 Near Standard 1	58 %	44 %	48 %	48 %	N/A	N/A	N/A	49 %
 Below Standard 1	29 %	43 %	50 %	44 %	N/A	N/A	N/A	42 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	13 %	21 %	4 %	11 %	N/A	N/A	N/A
Near Standard 	62 %	41 %	56 %	47 %	N/A	N/A	N/A	50 %
Below Standard 	24 %	38 %	41 %	42 %	N/A	N/A	N/A	37 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Language Academy Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

[Apply Selections](#)

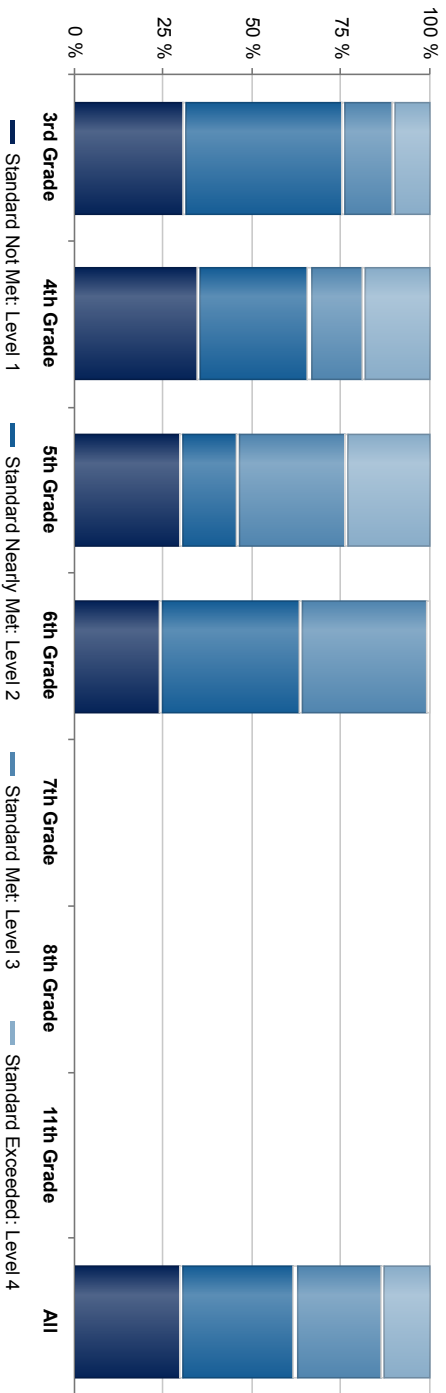
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	53	49	59	53	N/A	N/A	N/A	214
# of Students Tested ¹	51	48	59	53	N/A	N/A	N/A	211
# of Students With Scores ¹	51	48	59	53	N/A	N/A	N/A	211
Mean Scale Score	2394.8	2445.3	2501.1	2497.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	9.80 %	18.75 %	23.73 %	0.00 %	N/A	N/A	N/A	13.27 %
Standard Met: Level 3 ¹	13.73 %	14.58 %	30.51 %	35.85 %	N/A	N/A	N/A	24.17 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	45.10 %	31.25 %	15.25 %	39.62 %	N/A	N/A	N/A	32.23 %
Standard Not Met: Level 1 ⁽¹⁾	31.37 %	35.42 %	30.51 %	24.53 %	N/A	N/A	N/A	30.33 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	9.80 %	10.42 %	22.03 %	7.55 %	N/A	N/A	N/A	12.80 %
Near Standard ⁽¹⁾	45.10 %	56.25 %	50.85 %	54.72 %	N/A	N/A	N/A	51.66 %
Below Standard ⁽¹⁾	45.10 %	33.33 %	27.12 %	37.74 %	N/A	N/A	N/A	35.55 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	5.88 %	18.75 %	30.51 %	11.32 %	N/A	N/A	N/A	17.06 %
Near Standard ⁽¹⁾	62.75 %	43.75 %	42.37 %	56.60 %	N/A	N/A	N/A	51.18 %
Below Standard ⁽¹⁾	31.37 %	37.50 %	27.12 %	32.08 %	N/A	N/A	N/A	31.75 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	5.88 %	14.58 %	13.56 %	13.21 %	N/A	N/A	N/A	11.85 %
Near Standard 	62.75 %	52.08 %	74.58 %	62.26 %	N/A	N/A	N/A	63.51 %
Below Standard 	31.37 %	33.33 %	11.86 %	24.53 %	N/A	N/A	N/A	24.64 %

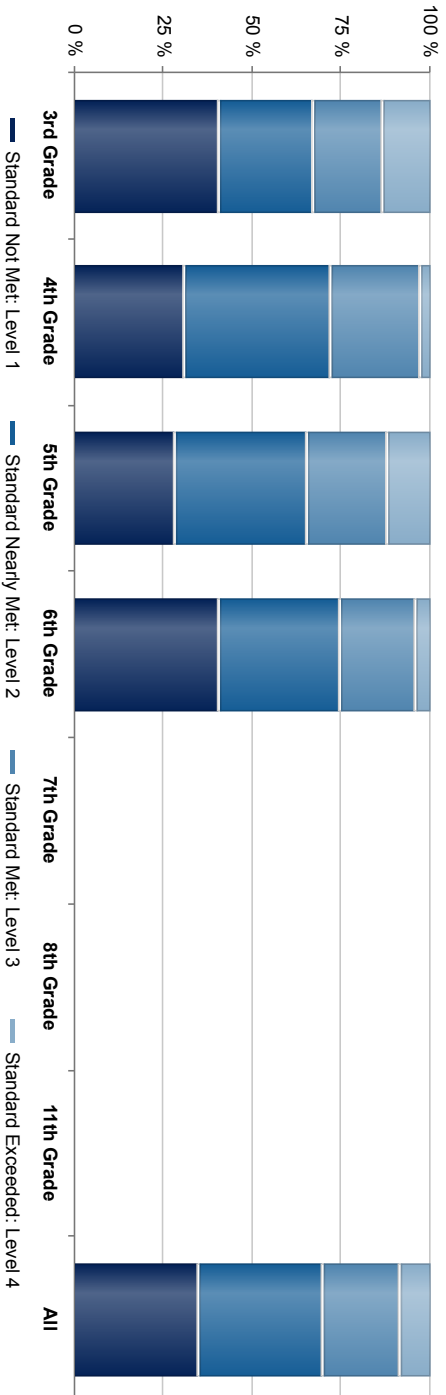
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	11.76 %	16.67 %	28.81 %	13.21 %	N/A	N/A	N/A	18.01 %
Near Standard 	56.86 %	60.42 %	50.85 %	58.49 %	N/A	N/A	N/A	56.40 %
Below Standard 	31.37 %	22.92 %	20.34 %	28.30 %	N/A	N/A	N/A	25.59 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	53	49	59	53	N/A	N/A	N/A	214
# of Students Tested ¹	53	48	59	53	N/A	N/A	N/A	213
# of Students With Scores ¹	53	48	59	53	N/A	N/A	N/A	213
Mean Scale Score	2400.5	2442.2	2489.7	2481.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	13.21 %	2.08 %	11.86 %	3.77 %	N/A	N/A	N/A	7.98 %
Standard Met: Level 3 ¹	18.87 %	25.00 %	22.03 %	20.75 %	N/A	N/A	N/A	21.60 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	26.42 %	41.67 %	37.29 %	33.96 %	N/A	N/A	N/A	34.74 %
Standard Not Met: Level 1 1	41.51 %	31.25 %	28.81 %	41.51 %	N/A	N/A	N/A	35.68 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	22.64 %	8.33 %	23.73 %	9.43 %	N/A	N/A	N/A	16.43 %
 Near Standard 1	26.42 %	41.67 %	33.90 %	33.96 %	N/A	N/A	N/A	33.80 %
 Below Standard 1	50.94 %	50.00 %	42.37 %	56.60 %	N/A	N/A	N/A	49.77 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	16.98 %	14.58 %	8.47 %	7.55 %	N/A	N/A	N/A	11.74 %
 Near Standard 1	41.51 %	43.75 %	52.54 %	50.94 %	N/A	N/A	N/A	47.42 %
 Below Standard 1	41.51 %	41.67 %	38.98 %	41.51 %	N/A	N/A	N/A	40.85 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	20.75 %	8.33 %	16.95 %	9.43 %	N/A	N/A	N/A
Near Standard 	50.94 %	58.33 %	52.54 %	49.06 %	N/A	N/A	N/A	52.58 %
Below Standard 	28.30 %	33.33 %	30.51 %	41.51 %	N/A	N/A	N/A	33.33 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Miwok Valley Elementary Charter

CDS Code: 49-70847-6072136

District: Old Adobe Union

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[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group:

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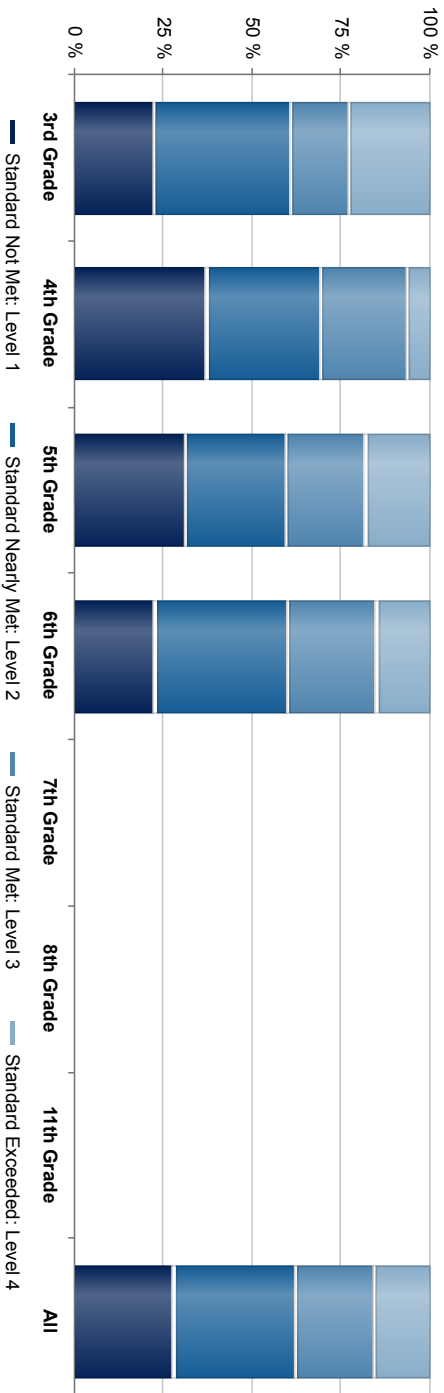
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	58	53	52	61	61	N/A	N/A	224
# of Students Tested ¹	57	50	50	61	61	N/A	N/A	218
# of Students With Scores ¹	57	50	50	61	61	N/A	N/A	218
Mean Scale Score	2427.3	2439.5	2487.9	2511.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	22.81 %	6.00 %	18.00 %	14.75 %	N/A	N/A	N/A	15.60 %
Standard Met: Level 3 ¹	15.79 %	24.00 %	22.00 %	24.59 %	N/A	N/A	N/A	21.56 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	38.60 %	32.00 %	28.00 %	37.70 %	N/A	N/A	N/A	34.40 %
Standard Not Met: Level 1 ⁽¹⁾	22.81 %	38.00 %	32.00 %	22.95 %	N/A	N/A	N/A	28.44 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	28.07 %	14.00 %	22.00 %	19.67 %	N/A	N/A	N/A	21.10 %
Near Standard ⁽¹⁾	43.86 %	46.00 %	44.00 %	42.62 %	N/A	N/A	N/A	44.04 %
Below Standard ⁽¹⁾	28.07 %	40.00 %	34.00 %	37.70 %	N/A	N/A	N/A	34.86 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	10.53 %	12.00 %	14.00 %	19.67 %	N/A	N/A	N/A	14.22 %
Near Standard ⁽¹⁾	57.89 %	54.00 %	50.00 %	54.10 %	N/A	N/A	N/A	54.13 %
Below Standard ⁽¹⁾	31.58 %	34.00 %	36.00 %	26.23 %	N/A	N/A	N/A	31.65 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	15.79 %	6.00 %	12.00 %	13.11 %	N/A	N/A	N/A	11.93 %
Near Standard ⁽¹⁾	64.91 %	66.00 %	72.00 %	62.30 %	N/A	N/A	N/A	66.06 %
Below Standard ⁽¹⁾	19.30 %	28.00 %	16.00 %	24.59 %	N/A	N/A	N/A	22.02 %

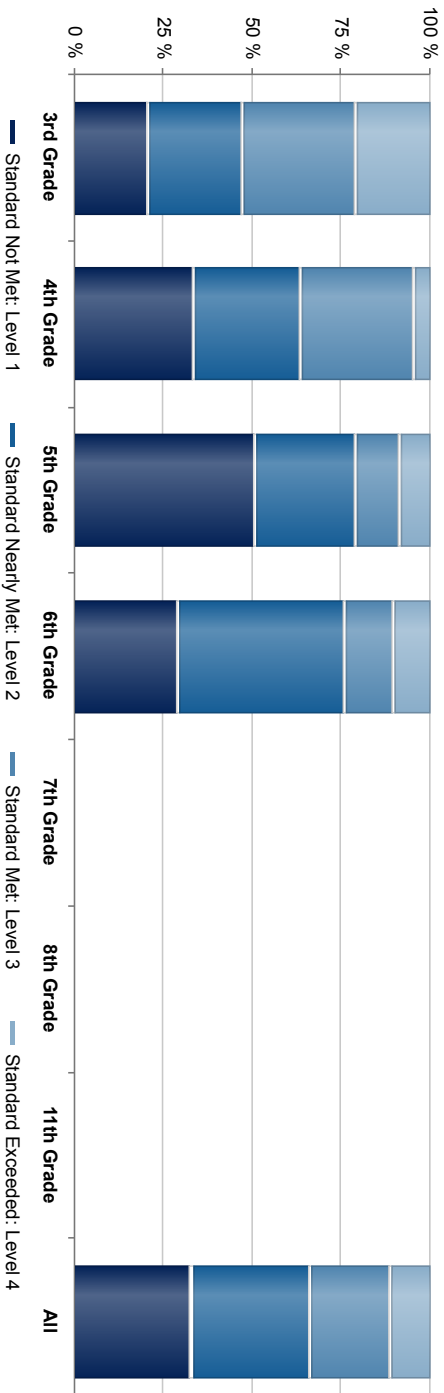
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	31.58 %	8.00 %	32.00 %	21.31 %	N/A	N/A	N/A	23.39 %
Near Standard ⁽¹⁾	54.39 %	68.00 %	54.00 %	60.66 %	N/A	N/A	N/A	59.17 %
Below Standard ⁽¹⁾	14.04 %	24.00 %	14.00 %	18.03 %	N/A	N/A	N/A	17.43 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	58	53	52	61	61	N/A	N/A	224
# of Students Tested ¹	57	50	50	61	61	N/A	N/A	218
# of Students With Scores ¹	57	50	50	61	61	N/A	N/A	218
Mean Scale Score	2442.8	2447.7	2455.3	2499.9	2499.9	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21.05 %	4.00 %	8.00 %	9.84 %	N/A	N/A	N/A	11.01 %
Standard Met: Level 3 ¹	31.58 %	32.00 %	12.00 %	13.11 %	N/A	N/A	N/A	22.02 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	26.32 %	30.00 %	28.00 %	47.54 %	N/A	N/A	N/A	33.49 %
Standard Not Met: Level 1 1	21.05 %	34.00 %	52.00 %	29.51 %	N/A	N/A	N/A	33.49 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	42.11 %	18.00 %	10.00 %	16.39 %	N/A	N/A	N/A	22.02 %
Near Standard 1	22.81 %	36.00 %	26.00 %	40.98 %	N/A	N/A	N/A	31.65 %
Below Standard 1	35.09 %	46.00 %	64.00 %	42.62 %	N/A	N/A	N/A	46.33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	28.07 %	18.00 %	12.00 %	8.20 %	N/A	N/A	N/A	16.51 %
Near Standard 1	49.12 %	40.00 %	40.00 %	50.82 %	N/A	N/A	N/A	45.41 %
Below Standard 1	22.81 %	42.00 %	48.00 %	40.98 %	N/A	N/A	N/A	38.07 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	28.07 %	14.00 %	6.00 %	13.11 %	N/A	N/A	N/A
Near Standard 	57.89 %	50.00 %	46.00 %	49.18 %	N/A	N/A	N/A	50.92 %
Below Standard 	14.04 %	36.00 %	48.00 %	37.70 %	N/A	N/A	N/A	33.49 %

[Mathematics Area Achievement Level Descriptors](#)

River Montessori Charter School
3880 Cypress Drive, Suite B
Petaluma, California 94954

Classroom Lesson Distribution At-a-Glance by Category

Distribution of lessons recorded in 07/20/2015 – 10/29/2018 in All Classrooms

Category	Count recorded	Percent recorded
Art, Music and Movement	37999	10.83%
Cosmic Studies	12217	3.48%
Custom Curriculum*	1624	0.46%
Geography	36632	10.44%
History	11709	3.34%
Language Arts	73348	20.9%
Mathematics	62711	17.87%
Practical Life	58287	16.61%
Science	35515	10.12%
Sensorial	20923	5.96%
Total	350965	

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union School District

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group:

[Apply Selections](#)

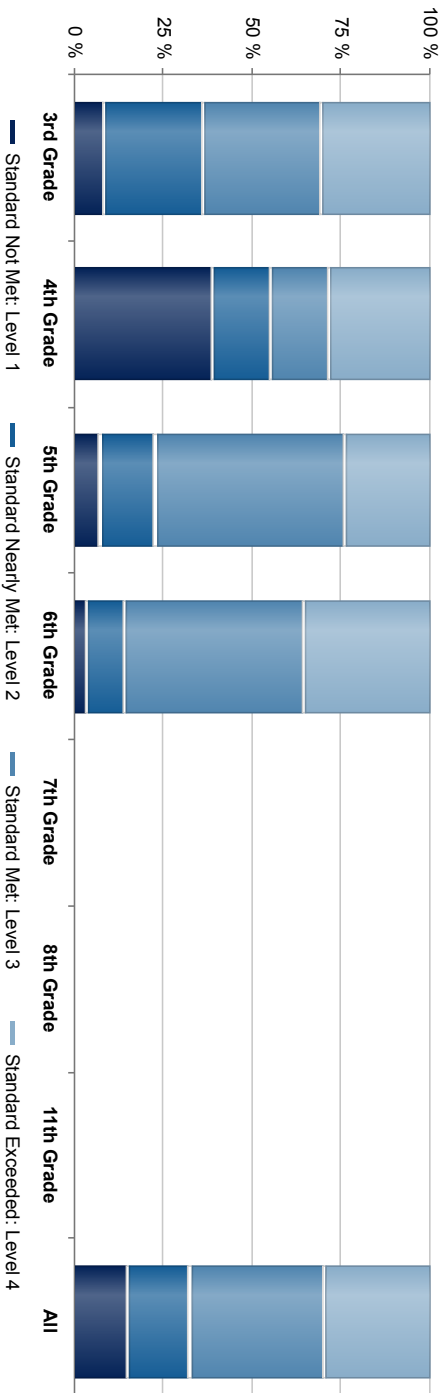
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	39	45	41	40	N/A	N/A	N/A	165
# of Students Tested ¹	39	45	41	39	N/A	N/A	N/A	164
# of Students With Scores ¹	39	45	41	39	N/A	N/A	N/A	164
Mean Scale Score	2451.5	2464.1	2539.8	2598.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	31 %	29 %	24 %	36 %	N/A	N/A	N/A	30 %
Standard Met: Level 3 ¹	33 %	16 %	54 %	51 %	N/A	N/A	N/A	38 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	28 %	16 %	15 %	10 %	N/A	N/A	N/A	17 %
Standard Not Met: Level 1 ⁽¹⁾	8 %	40 %	7 %	3 %	N/A	N/A	N/A	15 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	31 %	24 %	34 %	33 %	N/A	N/A	N/A	30 %
Near Standard ⁽¹⁾	59 %	38 %	49 %	56 %	N/A	N/A	N/A	50 %
Below Standard ⁽¹⁾	10 %	38 %	17 %	10 %	N/A	N/A	N/A	20 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	15 %	27 %	37 %	56 %	N/A	N/A	N/A	34 %
Near Standard ⁽¹⁾	74 %	42 %	56 %	41 %	N/A	N/A	N/A	53 %
Below Standard ⁽¹⁾	10 %	31 %	7 %	3 %	N/A	N/A	N/A	13 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	33 %	11 %	15 %	31 %	N/A	N/A	N/A	22 %
Near Standard ⁽¹⁾	54 %	67 %	80 %	67 %	N/A	N/A	N/A	67 %
Below Standard ⁽¹⁾	13 %	22 %	5 %	3 %	N/A	N/A	N/A	11 %

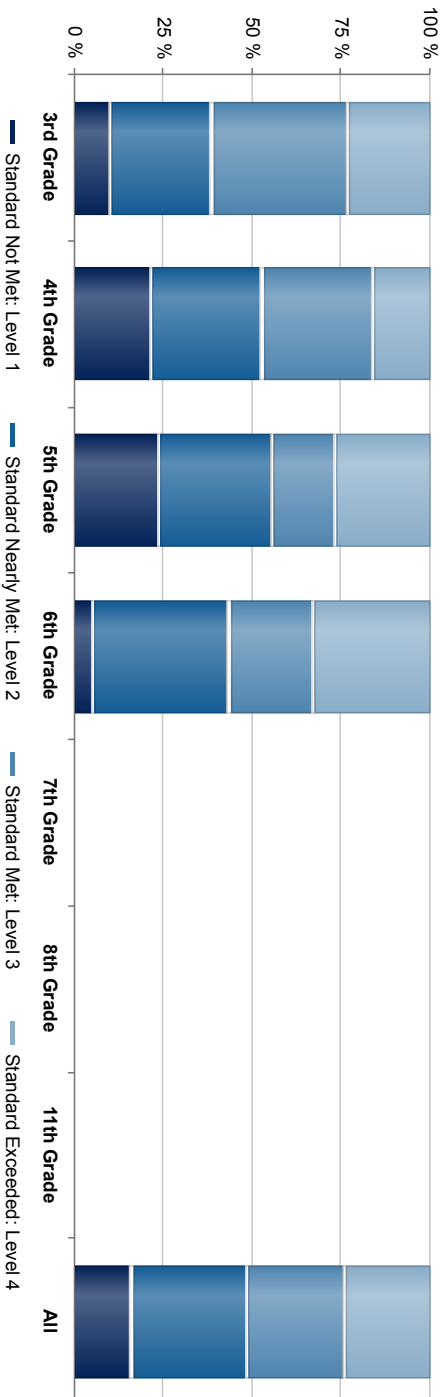
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	28 %	27 %	39 %	64 %	N/A	N/A	N/A	39 %
Near Standard ⁽¹⁾	64 %	47 %	54 %	28 %	N/A	N/A	N/A	48 %
Below Standard ⁽¹⁾	8 %	27 %	7 %	8 %	N/A	N/A	N/A	13 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	39	45	41	40	N/A	N/A	N/A	165
# of Students Tested ¹	39	45	41	39	N/A	N/A	N/A	164
# of Students With Scores ¹	39	45	41	39	N/A	N/A	N/A	164
Mean Scale Score	2450.2	2480.0	2512.7	2578.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	23 %	16 %	27 %	33 %	N/A	N/A	N/A	24 %
Standard Met: Level 3 ¹	38 %	31 %	17 %	23 %	N/A	N/A	N/A	27 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	28 %	31 %	32 %	38 %	N/A	N/A	N/A	32 %
Standard Not Met: Level 1 1	10 %	22 %	24 %	5 %	N/A	N/A	N/A	16 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	26 %	27 %	29 %	38 %	N/A	N/A	N/A	30 %
 Near Standard 1	51 %	42 %	34 %	38 %	N/A	N/A	N/A	41 %
 Below Standard 1	23 %	31 %	37 %	23 %	N/A	N/A	N/A	29 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	44 %	18 %	29 %	36 %	N/A	N/A	N/A	31 %
 Near Standard 1	36 %	60 %	41 %	56 %	N/A	N/A	N/A	49 %
 Below Standard 1	21 %	22 %	29 %	8 %	N/A	N/A	N/A	20 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	41 %	20 %	27 %	28 %	N/A	N/A	N/A
Near Standard 	51 %	58 %	51 %	62 %	N/A	N/A	N/A	55 %
Below Standard 	8 %	22 %	22 %	10 %	N/A	N/A	N/A	16 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year:

Select Student Group:

[Apply Selections](#)

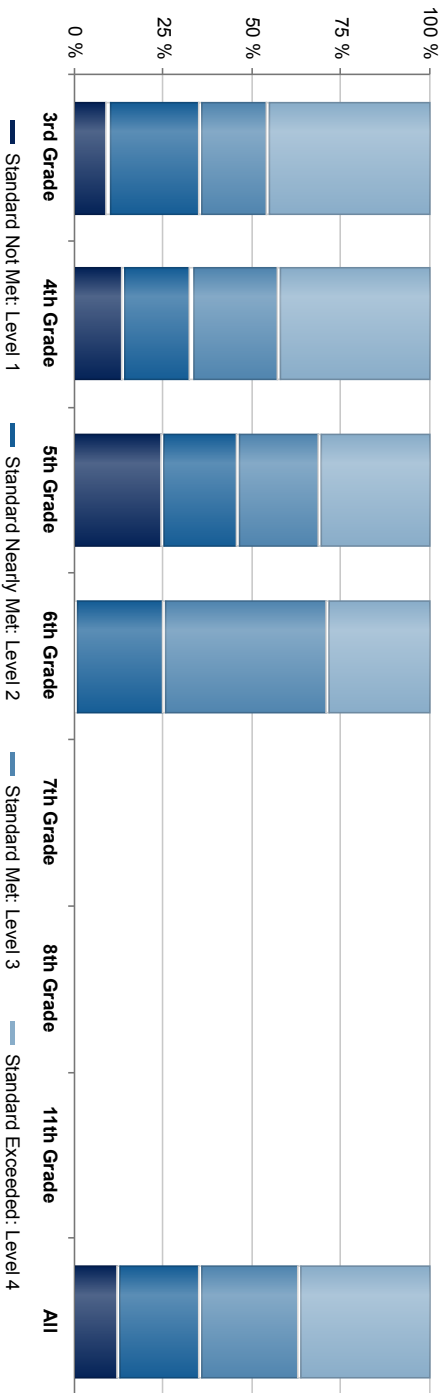
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	44	38	48	41	N/A	N/A	N/A	171
# of Students Tested ¹	43	37	48	41	N/A	N/A	N/A	169
# of Students With Scores ¹	43	37	48	41	N/A	N/A	N/A	169
Mean Scale Score	2465.3	2507.9	2517.5	2572.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	46.51 %	43.24 %	31.25 %	29.27 %	N/A	N/A	N/A	37.28 %
Standard Met: Level 3 ¹	18.60 %	24.32 %	22.92 %	46.34 %	N/A	N/A	N/A	27.81 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	25.58 %	18.92 %	20.83 %	24.39 %	N/A	N/A	N/A	22.49 %
Standard Not Met: Level 1 ¹	9.30 %	13.51 %	25.00 %	0.00 %	N/A	N/A	N/A	12.43 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	32.56 %	48.65 %	27.08 %	36.59 %	N/A	N/A	N/A	35.50 %
Near Standard ¹	48.84 %	37.84 %	45.83 %	60.98 %	N/A	N/A	N/A	48.52 %
Below Standard ¹	18.60 %	13.51 %	27.08 %	2.44 %	N/A	N/A	N/A	15.98 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	44.19 %	35.14 %	43.75 %	40.00 %	N/A	N/A	N/A	41.07 %
Near Standard ¹	46.51 %	56.76 %	35.42 %	50.00 %	N/A	N/A	N/A	46.43 %
Below Standard ¹	9.30 %	8.11 %	20.83 %	10.00 %	N/A	N/A	N/A	12.50 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	39.53 %	24.32 %	29.17 %	31.71 %	N/A	N/A	N/A	31.36 %
Near Standard 	48.84 %	59.46 %	43.75 %	60.98 %	N/A	N/A	N/A	52.66 %
Below Standard 	11.63 %	16.22 %	27.08 %	7.32 %	N/A	N/A	N/A	15.98 %

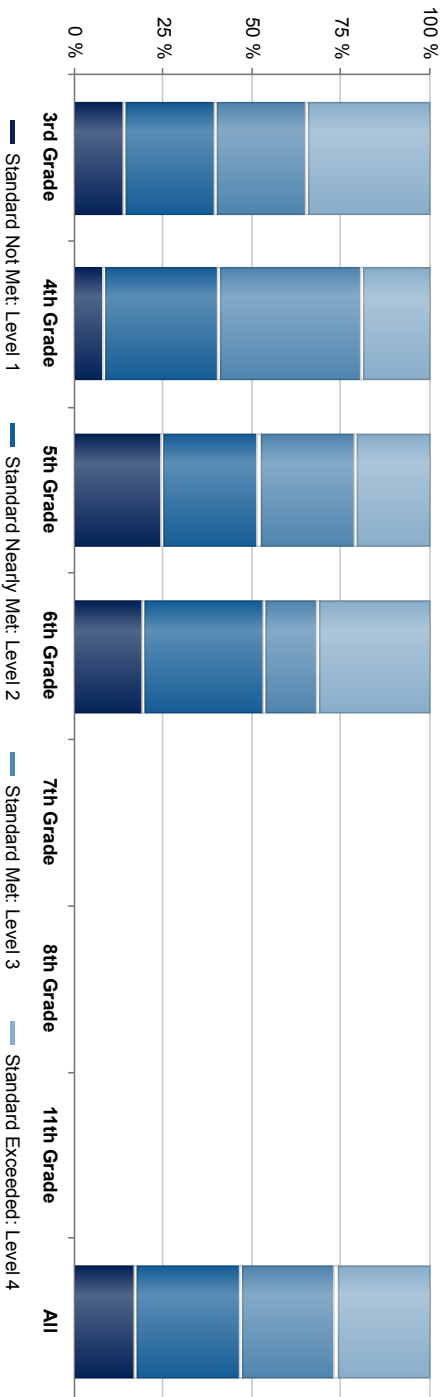
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	44.19 %	29.73 %	41.67 %	34.15 %	N/A	N/A	N/A	37.87 %
Near Standard 	46.51 %	59.46 %	37.50 %	60.98 %	N/A	N/A	N/A	50.30 %
Below Standard 	9.30 %	10.81 %	20.83 %	4.88 %	N/A	N/A	N/A	11.83 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	44	38	48	41	N/A	N/A	N/A	171
# of Students Tested ¹	43	37	48	41	N/A	N/A	N/A	169
# of Students With Scores ¹	43	37	48	41	N/A	N/A	N/A	169
Mean Scale Score	2465.1	2494.9	2518.0	2540.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	34.88 %	18.92 %	20.83 %	31.71 %	N/A	N/A	N/A	26.63 %
Standard Met: Level 3 ¹	25.58 %	40.54 %	27.08 %	14.63 %	N/A	N/A	N/A	26.63 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	25.58 %	32.43 %	27.08 %	34.15 %	N/A	N/A	N/A	29.59 %
Standard Not Met: Level 1 1	13.95 %	8.11 %	25.00 %	19.51 %	N/A	N/A	N/A	17.16 %

Mathematics Scale Score Ranges

Areas

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CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	46.51 %	32.43 %	31.25 %	36.59 %	N/A	N/A	N/A	36.69 %
 Near Standard 1	30.23 %	45.95 %	39.58 %	24.39 %	N/A	N/A	N/A	34.91 %
 Below Standard 1	23.26 %	21.62 %	29.17 %	39.02 %	N/A	N/A	N/A	28.40 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	44.19 %	32.43 %	20.83 %	26.83 %	N/A	N/A	N/A	30.77 %
 Near Standard 1	41.86 %	56.76 %	50.00 %	41.46 %	N/A	N/A	N/A	47.34 %
 Below Standard 1	13.95 %	10.81 %	29.17 %	31.71 %	N/A	N/A	N/A	21.89 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	44.19 %	37.84 %	20.83 %	36.59 %	N/A	N/A	N/A
Near Standard 	44.19 %	43.24 %	56.25 %	39.02 %	N/A	N/A	N/A	46.15 %
Below Standard 	11.63 %	18.92 %	22.92 %	24.39 %	N/A	N/A	N/A	19.53 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Old Adobe Elementary Charter

CDS Code: 49-70847-6051924

District: Old Adobe Union

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

[Apply Selections](#)

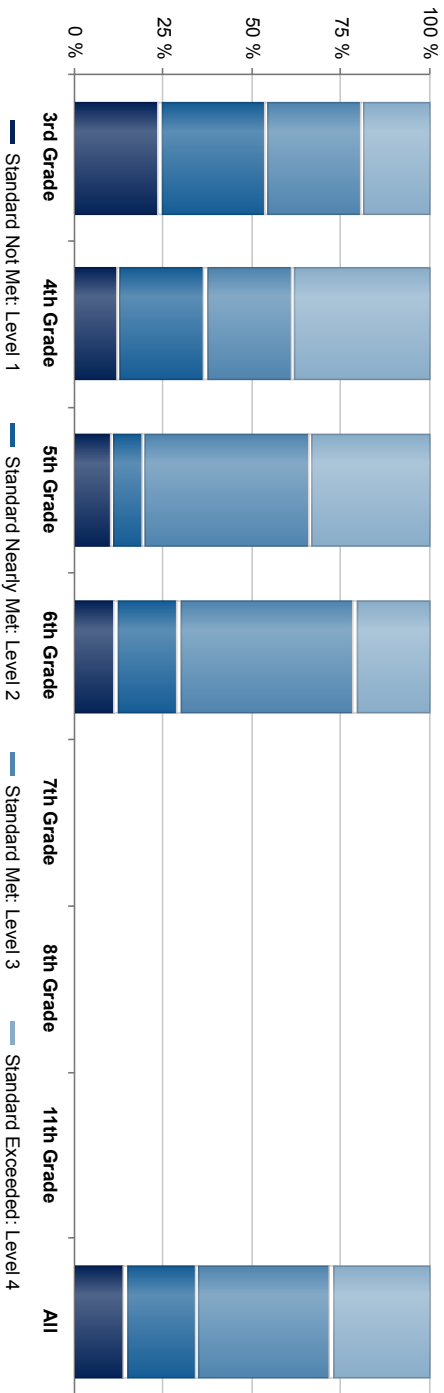
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	37	42	39	53	N/A	N/A	N/A	171
# of Students Tested ¹	37	41	38	52	N/A	N/A	N/A	168
# of Students With Scores ¹	37	41	38	52	N/A	N/A	N/A	168
Mean Scale Score	2429.0	2496.1	2552.9	2560.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	18.92 %	39.02 %	34.21 %	21.15 %	N/A	N/A	N/A	27.98 %
Standard Met: Level 3 ¹	27.03 %	24.39 %	47.37 %	50.00 %	N/A	N/A	N/A	38.10 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	29.73 %	24.39 %	7.89 %	17.31 %	N/A	N/A	N/A	19.64 %
Standard Not Met: Level 1 ⁽¹⁾	24.32 %	12.20 %	10.53 %	11.54 %	N/A	N/A	N/A	14.29 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	24.32 %	29.27 %	34.21 %	23.08 %	N/A	N/A	N/A	27.38 %
Near Standard ⁽¹⁾	45.95 %	51.22 %	55.26 %	55.77 %	N/A	N/A	N/A	52.38 %
Below Standard ⁽¹⁾	29.73 %	19.51 %	10.53 %	21.15 %	N/A	N/A	N/A	20.24 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	21.62 %	24.39 %	39.47 %	38.46 %	N/A	N/A	N/A	31.55 %
Near Standard ⁽¹⁾	48.65 %	58.54 %	52.63 %	48.08 %	N/A	N/A	N/A	51.79 %
Below Standard ⁽¹⁾	29.73 %	17.07 %	7.89 %	13.46 %	N/A	N/A	N/A	16.67 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	24.32 %	24.39 %	31.58 %	26.92 %	N/A	N/A	N/A	26.79 %
Near Standard 	54.05 %	68.29 %	60.53 %	55.77 %	N/A	N/A	N/A	59.52 %
Below Standard 	21.62 %	7.32 %	7.89 %	17.31 %	N/A	N/A	N/A	13.69 %

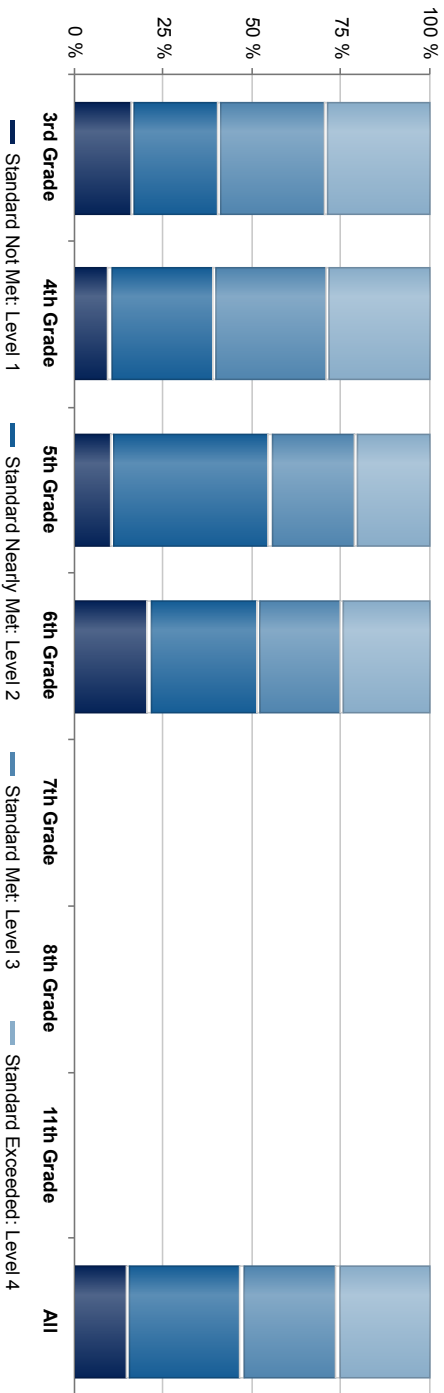
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	29.73 %	31.71 %	36.84 %	32.69 %	N/A	N/A	N/A	32.74 %
Near Standard 	56.76 %	58.54 %	55.26 %	57.69 %	N/A	N/A	N/A	57.14 %
Below Standard 	13.51 %	9.76 %	7.89 %	9.62 %	N/A	N/A	N/A	10.12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	37	42	39	53	N/A	N/A	N/A	171
# of Students Tested ¹	37	41	38	52	N/A	N/A	N/A	168
# of Students With Scores ¹	37	41	38	52	N/A	N/A	N/A	168
Mean Scale Score	2458.4	2501.9	2525.1	2542.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	29.73 %	29.27 %	21.05 %	25.00 %	N/A	N/A	N/A	26.19 %
Standard Met: Level 3 ¹	29.73 %	31.71 %	23.68 %	23.08 %	N/A	N/A	N/A	26.79 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	24.32 %	29.27 %	44.74 %	30.77 %	N/A	N/A	N/A	32.14 %
Standard Not Met: Level 1 1	16.22 %	9.76 %	10.53 %	21.15 %	N/A	N/A	N/A	14.88 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	48.65 %	39.02 %	34.21 %	28.85 %	N/A	N/A	N/A	36.90 %
 Near Standard 1	35.14 %	39.02 %	28.95 %	38.46 %	N/A	N/A	N/A	35.71 %
 Below Standard 1	16.22 %	21.95 %	36.84 %	32.69 %	N/A	N/A	N/A	27.38 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	43.24 %	31.71 %	21.05 %	26.92 %	N/A	N/A	N/A	30.36 %
 Near Standard 1	43.24 %	56.10 %	71.05 %	42.31 %	N/A	N/A	N/A	52.38 %
 Below Standard 1	13.51 %	12.20 %	7.89 %	30.77 %	N/A	N/A	N/A	17.26 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	32.43 %	31.71 %	31.58 %	26.92 %	N/A	N/A	N/A
Near Standard 	54.05 %	51.22 %	47.37 %	53.85 %	N/A	N/A	N/A	51.79 %
Below Standard 	13.51 %	17.07 %	21.05 %	19.23 %	N/A	N/A	N/A	17.86 %

[Mathematics Area Achievement Level Descriptors](#)

Parent Survey Results – 2015-16

Summary

(35 Responses / 135 Families)

% Well/VeryWell (Smokin')	% Overall Positive (Okay, Well, Very Well)	Area of Inquiry	% Not Well/ Not Well at All
Academic			
77 %	100%	Math	---
69 %	94%	Language	6%
80 %	94%	History/Geography	6 %
86 %	97%	Science	3 %
69 %	97%	Arts	3 %
65 %	94%	P.E.	6 %
Developmental			
86 %	97%	Cognitive Understanding/Thinking Skills	3 %
83 %	94%	Confidence	6 %
77 %	91%	Independence	9 %
78 %	94%	Autonomy	6 %
77 %	100%	Intrinsic Motivation	---
83 %	91%	Ability to Handle External Authority	9 %
89 %	100%	Stewardship /Good Citizenship	---
89 %	97%	Positive Self-image	3 %
69 %	91%	Child Meeting Individual Goals	9 %
71 %	91%	Happy with Child's Work	9 %
83 %	94%	Peaceful Environment	6 %
Communication			
91 %	97%	Staff Supportive	3 %
92 %	97%	E.D. Supportive	3 %

Parent Survey Summary - 2016-17 (google forms)

jcarolan@rivermontessoricharter.org ▼

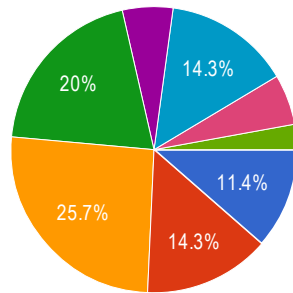
 **Edit this form**

35 responses

[View all responses](#) [Publish analytics](#)

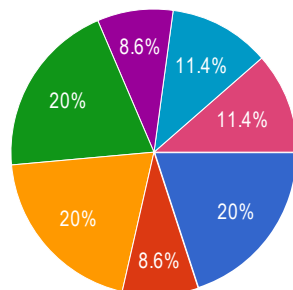
Summary

My child is enrolled in/Mi hijo esta en:



Transitional Kindergarten	4	11.4%
Kindergarten	5	14.3%
1st Level (grado)	9	25.7%
2nd Level (grado)	7	20%
3rd Level (grado)	2	5.7%
4th Level (grado)	5	14.3%
5th Level (grado)	2	5.7%
6th Level (grado)	1	2.9%

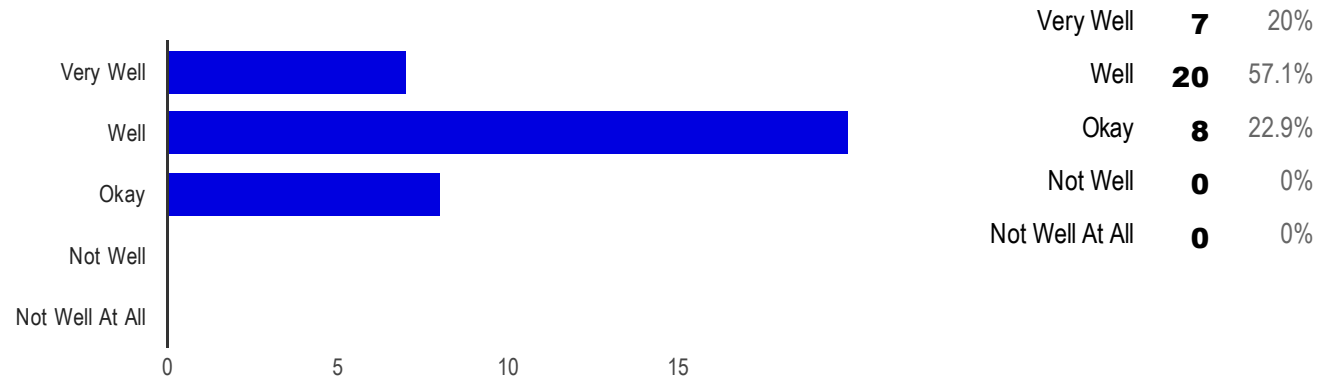
My Child's Classroom is/Mi hijo esta en el salon:



Copper Creek	7	20%
Ellis Creek	3	8.6%
Kaweah	7	20%
San Lorenzo	7	20%
Tuolumne	3	8.6%
Klamath	4	11.4%
Yuba	4	11.4%

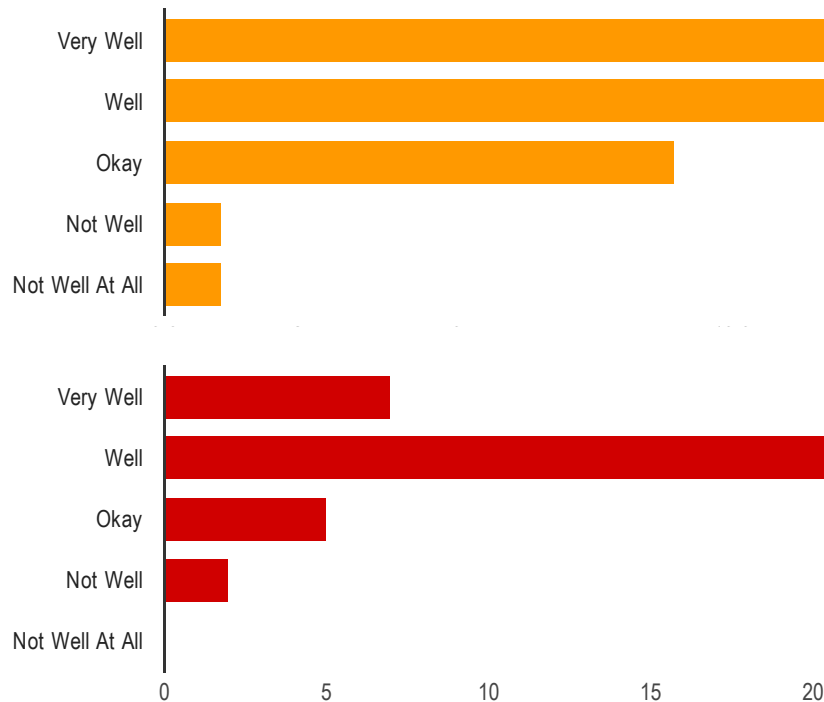
CURRICULAR PROGRAM/ PROGRAMA CURRICULAR

MATH FACTS/ Operaciones Matematicas (Operations, Numeration, Fractions, Percentages, Geometry, etc.) [How are things going for your child in the following areas? Please rate your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]



LANGUAGE / Lenguaje (Reading, Writing, Research, Comprehension) [How are things going for your child in the following areas? Please rate your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

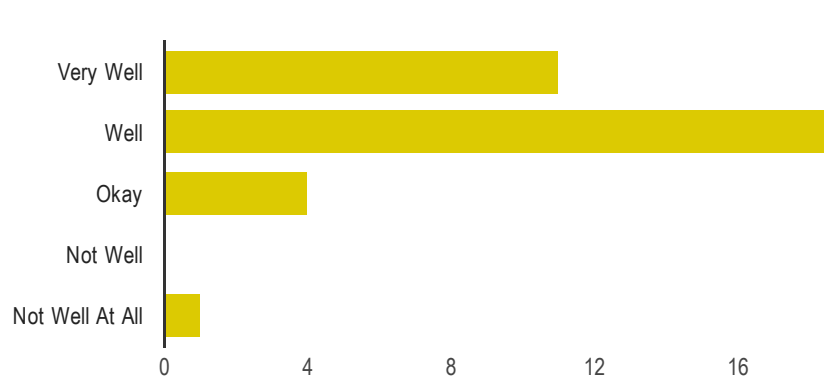
Very Well	12	34.3%
Well	12	34.3%
Okay	9	25.7%
Not Well	1	2.9%
Not Well At All	1	2.9%



Functional, Political) [How are things going for your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well at All)]

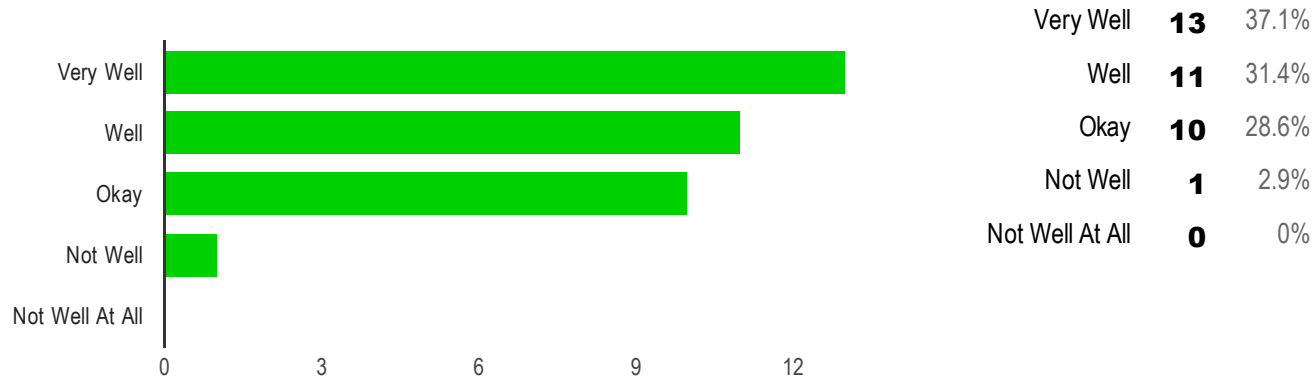
Very Well	7	20%
Well	21	60%
Okay	5	14.3%
Not Well	2	5.7%
Not Well At All	0	0%

SCIENCE / Ciencias (Zoology, Botany, Classifications) [How are things going for your child in the following areas? Please rate your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

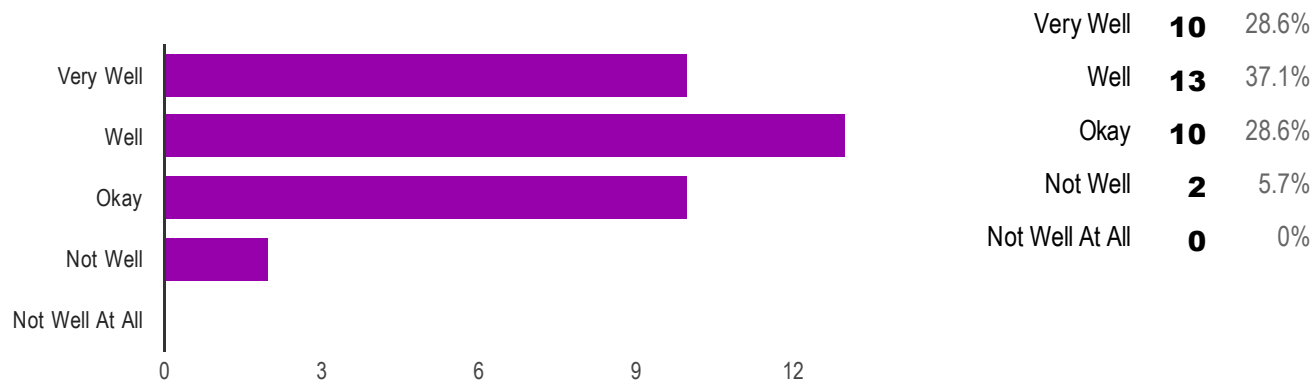


Very Well	11	31.4%
Well	19	54.3%
Okay	4	11.4%
Not Well	0	0%
Not Well At All	1	2.9%

THE ARTS / Arte (Music, Art, Performance, Dance) [How are things going for your child in the following areas? Please rate your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]



PHYSICAL EDUCATION / Educacion Fisica (Movement, Health) [How are things going for your child in the following areas? Please rate your thoughts (1-Very Well, 5 - Not Well At All) / Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]



Please provide a comment(s) or details to your responses above. Por favor envíe su comentario (s) o su respuesta.

Cash loves River so much. He told me this morning that he feels smarter every day because of Deanna and his friends.

She is engaged and loves school. I'm pleased to see how well she's reading.

We appreciate the creativity and freedom in Montessori and would like to see more depth, application, individual choice, and less rote memorization in science and history.

My student is struggling with handwriting which affects all of these areas adversely. I'm really not sure how she is doing in the last 4 areas as I have not been given much feedback on these areas.

I don't get a lot of feedback from my guide or my child about how PE is going or what even happens there. I hear even less about art other than occasional insight into what they're singing in music (but have no understanding of the arts curriculum at River, especially in terms of visual art, performing arts, and music other than singing such as instruments or reading music).

Our child says the new "art studio" .is not available to her. The music space has tons of instruments that, in 2 years, our child has never touched. The music teacher brings his own instruments. It is a little sad that they see it and don't have access. It seemed great for the tour

answers are based on our student interest, hence application, not necessarily the material presentation

all good

I think he is not challenging himself enough in some areas (which has been discussed), but overall he is enjoying school and to be introduced to so many topics and not be frustrated is extremely important to us as parents.

im not sure how we are really supposed to know (this is a concern) but from what feedback ive received from our child things seem ok.

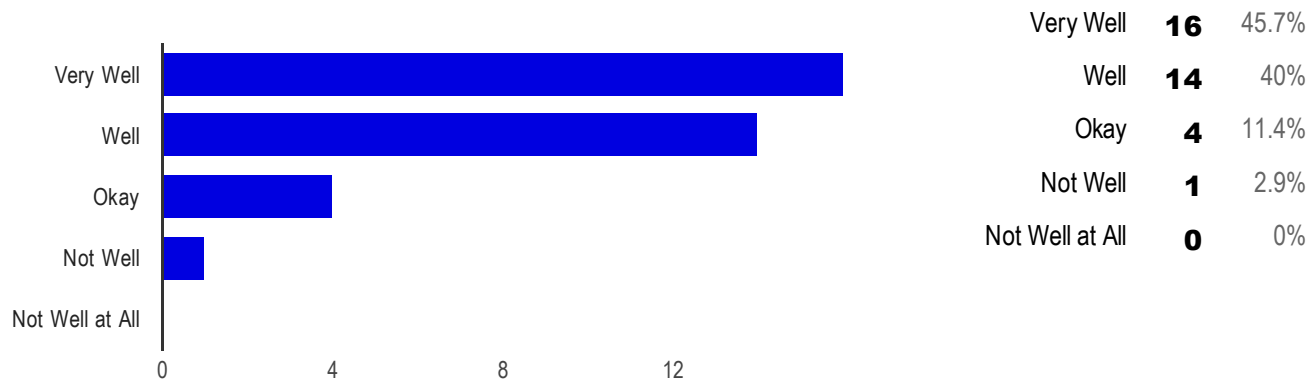
She loves school and learning!

Reading and writing is difficult for my child. My guide is helping and we are doing work at home. I don't think it's a reflection on the school, it's just where she's at.

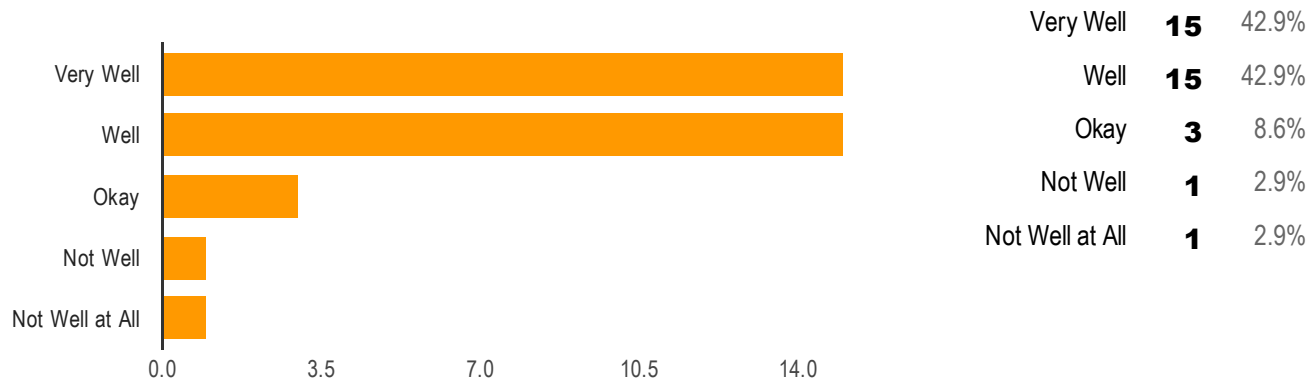
DEVELOPMENTAL CHARACTERISTICS OF LEARNERS / Características del desarrollo de los aprendices

COGNITIVE UNDERSTANDING AND THINKING SKILLS / Comprensión cognitiva y las habilidades de pensamiento (awareness, observation, complex thinking process, info integration, reflection) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las

siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

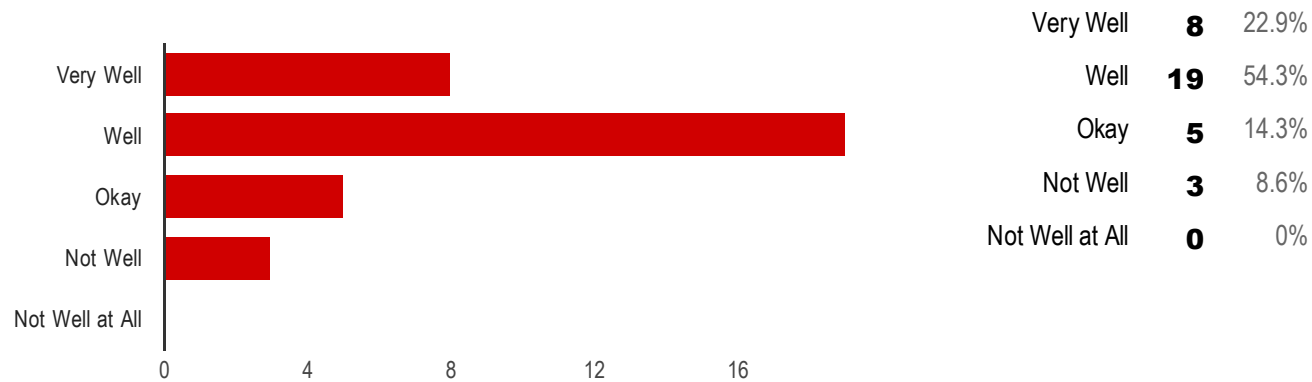


CONFIDENCE AND COMPETENCE / Confianza y competencia (Self-correction, reflection, discussion, information management, concentration, patience, persistence) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

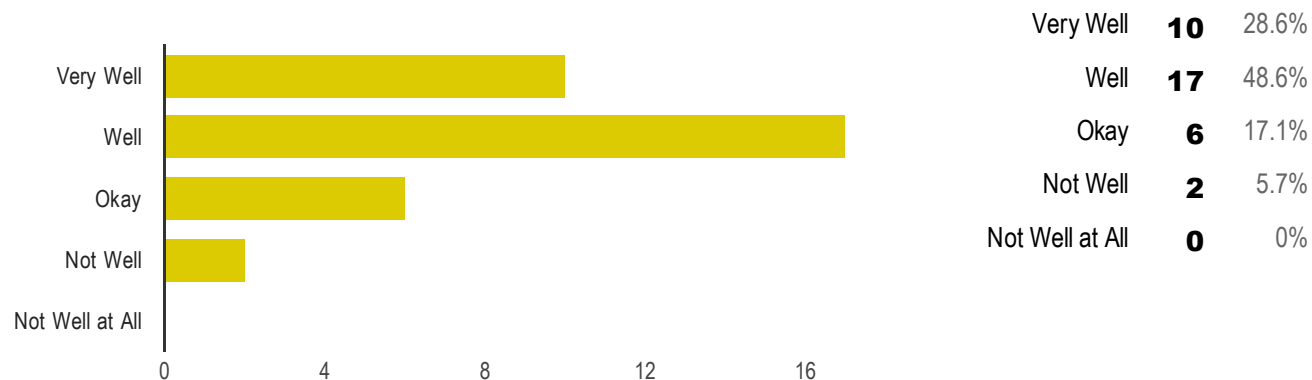


INDEPENDENCE / Independencia (Choosing own work, self-selection of surrounding resources, care of space, solicitation of support) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las

cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

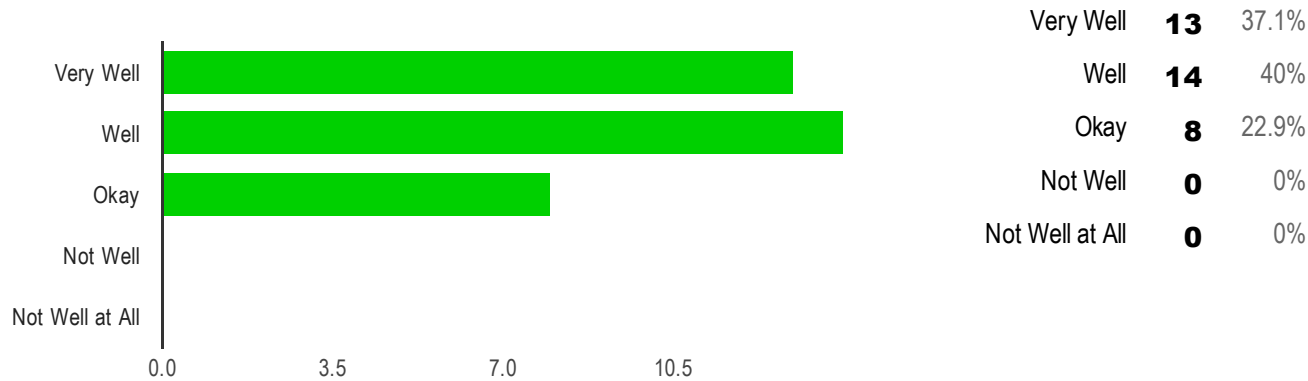


AUTONOMY / Autonomía (accept/reject inclusion in another child's work or group with equanimity) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

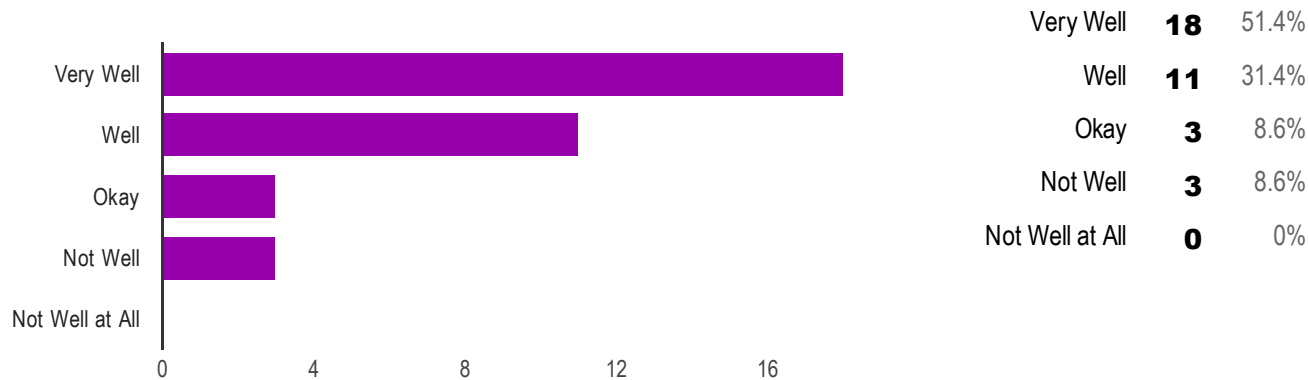


INTRINSIC MOTIVATION / MOTIVACIÓN INTRÍNSECA (drawn to work for pleasure of work, reveling in success/mastery by sharing/showing others) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las

cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

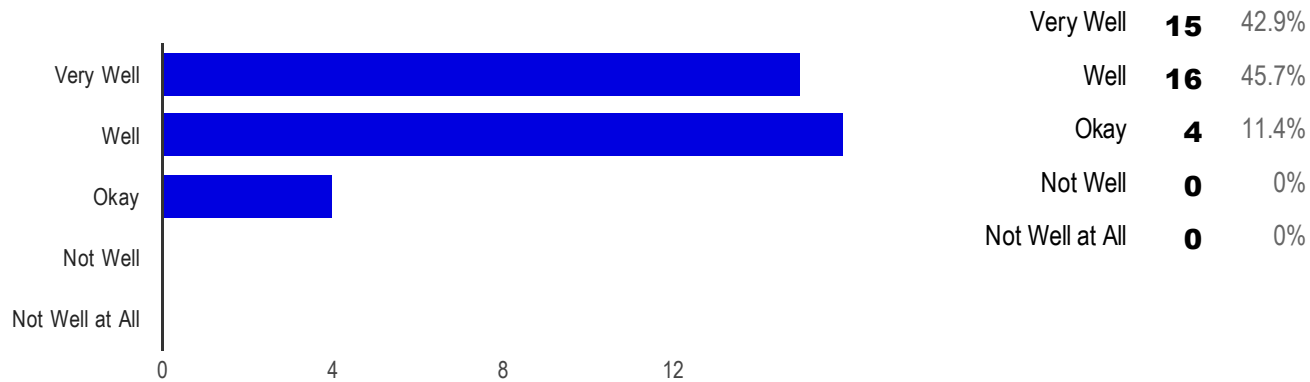


ABILITY TO HANDLE EXTERNAL AUTHORITY (acceptance of "ground rules" ability to function without direct supervision) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]

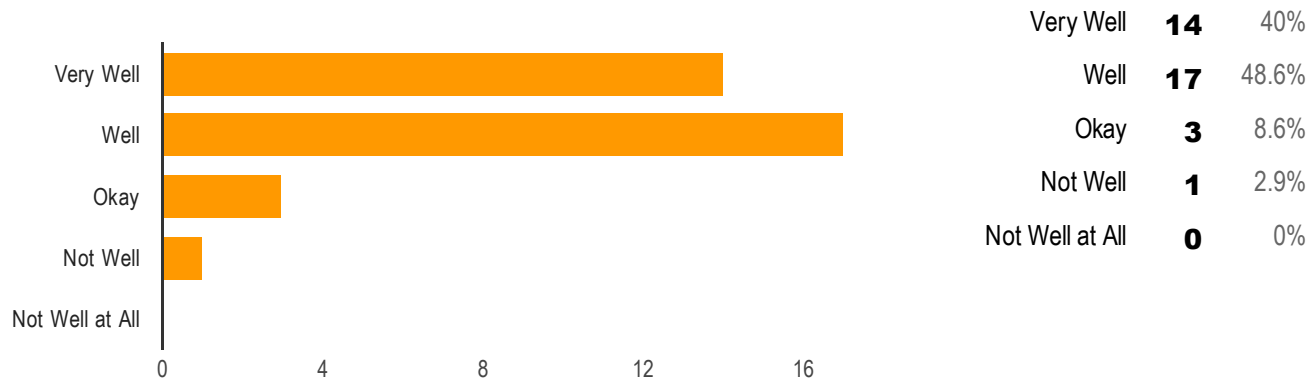


STEWARDSHIP/GOOD CITIZENSHIP (understanding interconnectedness and caring of community/outside of self) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las

siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]



POSITIVE SELF IMAGE (Understanding/expressing feelings in a healthy manner, including active listening, understanding concepts of self-care) [How are things going for your child in the following areas? Please rate your thoughts (1 - Very Well, 5 - Not Well At All): Como van las cosas con su hijo en las siguientes areas? Por favor califique su comentario (1 Muy bien/Very Well - 5 No Muy Bien de Todo/Not Very Well at All)]



Please Provide a comment or details to your responses above. / Por Favor envíe su comentario o respuesta.

He is definitely working on initiating jobs.

My child is completing work because it is assigned in heavy demand, with pressure and reprimand. Which, while not necessarily bad in entirety and we are helping our child navigate the challenges, is not why we chose Montessori.

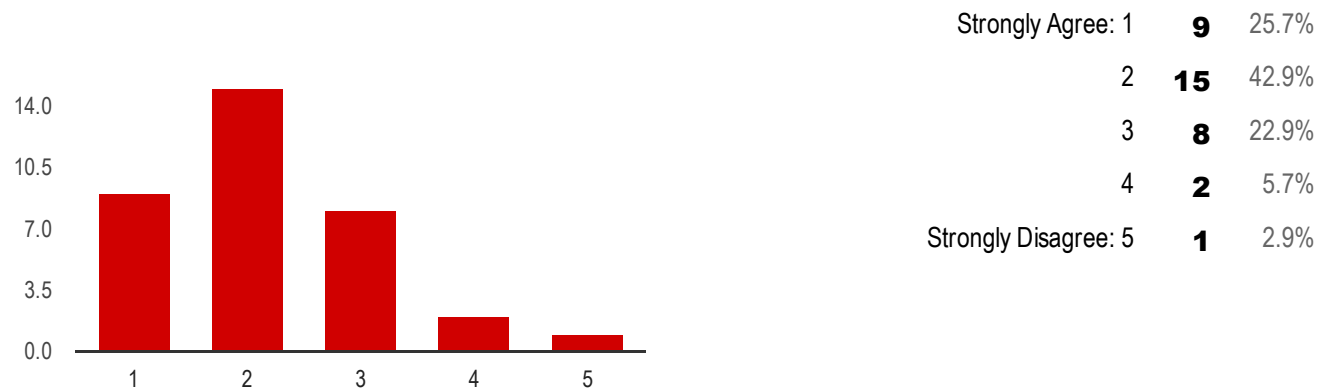
My student is struggling with independence and struggling with many aspects of her work plan. Because of this I believe her self-confidence is very low and her self image is not good which adversely effects working well within the community.

We would love to hear how the guide feels our child is doing on these things.

My daughter needs more direction with challenging work, she tends to shy away from it because of difficulty. Although, once she puts her mind to it she soars. My daughter has experienced judgement in the classroom from her peers and it weighs on her decision making in class. We've discussed this at home and hope she continues to stand up for herself and choose the right road.

Our low ratings for Developmental Characteristics is primarily due to individual challenges our child is experiencing and we are working through with the teacher and outside experts. It's not a direct reflection of RMCS or the teacher.

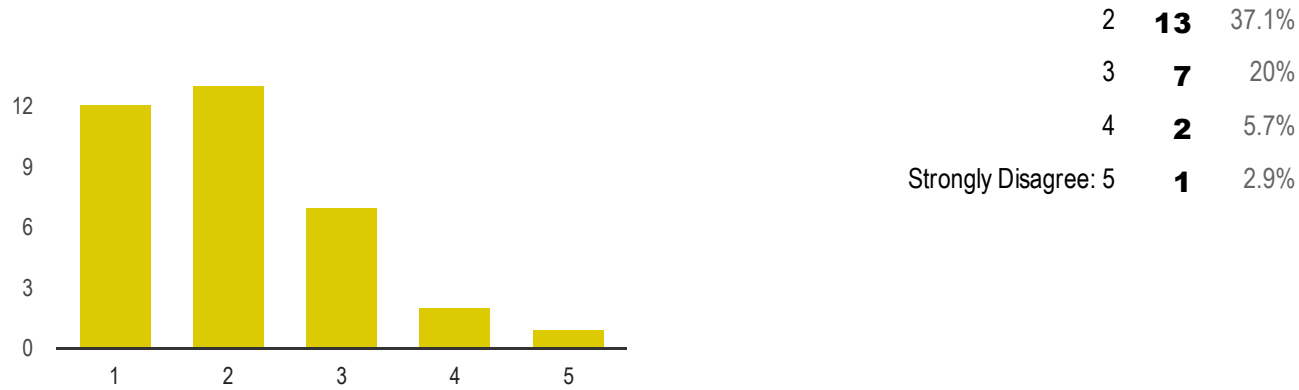
I feel that my child is meeting his or her individual goals. Please rate your thoughts (1 Strongly Agree - 5 Strongly Disagree). / Siento que mi hijo cumple con sus objetivos individuales. Por favor calificar su comentario (1 Totalmente de acuerdo - 5 Muy en desacuerdo).



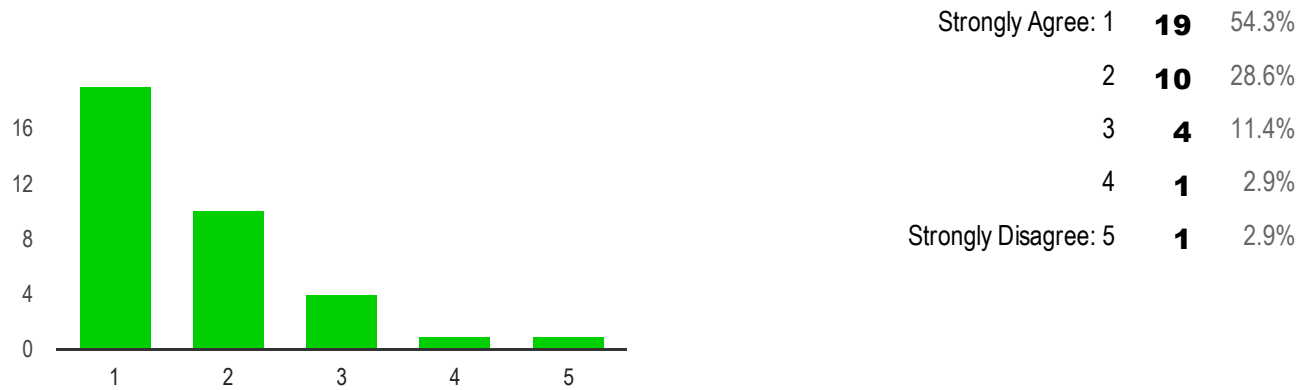
Strongly Agree: 1	9	25.7%
2	15	42.9%
3	8	22.9%
4	2	5.7%
Strongly Disagree: 5	1	2.9%

I am happy with my child's work. Please rate your thoughts (1 Strongly Agree - 5 Strongly Disagree). / Estoy contento con el trabajo de mi hijo. Por favor calificar sus pensamientos (1 Totalmente de acuerdo - 5 Muy en desacuerdo).

Strongly Agree: 1 **12** 34.3%



I feel my child is in a peaceful environment. Please rate your thoughts (1 Strongly Agree - 5 Strongly Disagree)./ Siento que mi hijo se encuentra en un entorno tranquilo. Por favor calificar sus comentario (1 Totalmente de acuerdo - 5 Muy en desacuerdo).



Please provide a comment(s) or details to your responses above./ Por favor de envíe su comentario o respuesta.

I really feel like I do not have enough information about my child's progress to answer any of these questions. I feel like there needs to be more communication on the children's day to day activities and work at the school. Because there is no homework, and questions as to what the child is doing are met with "i don't know" and "stuff", I feel like there should be weekly updates included or that the child is allowed to bring their school work folder home each Friday so the parents can review what is going on in the class. There is a distinct lack of communication as to what is happening or what subjects are being taught in each of the areas asked about in this survey, especially in the Upper El class.

I feel she is consistently called out for disruptions of being a different learner and for not having the maturity yet to interact always in a positive way with other kids. This is causing her to not feel at peace - often feeling that she is going to get in trouble.

The environment in Kaweah feels much more peaceful than last year!

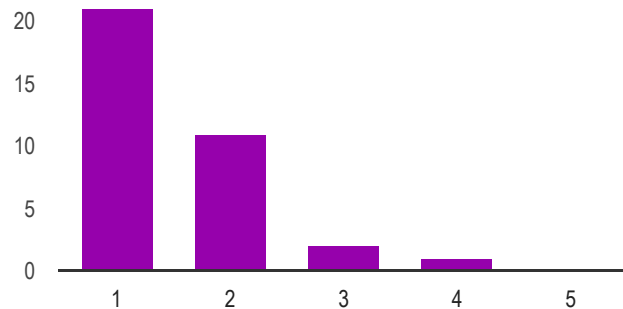
Bullying behavior at this grade level is surprising but more surprising is that there seems to be no consequences. Our child has been pushed to the ground and had countless peace table sessions with kids being unkind and disrespectful in class. This will definitely be a longer conversation topic for us.

staff and guides do a great job promoting and teaching peace within and peaceful methods of interaction. OUR student has mentioned the classroom, (possibly due to the number of students) can be a bit crazy, but she finds a way to do her work.

I believe that all children are different, my child is learning to read and write at a slower pace than most, but that is where she is at. I wish that she could understand that and not compare herself to her peers, but hey, that's her becoming self aware. My child loves her work plan and is committed to getting it all done, we are working with her on the precision of the work plan as we know that's a missing piece.

COMMUNICATION / Comunicacion

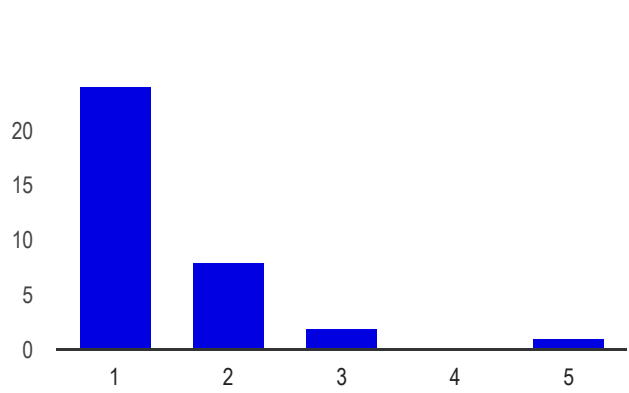
Office staff are supportive. Please rate your thoughts (1 Strongly Agree - 5 Strongly Disagree)./ Las Personas de oficina nos ayudan y apoyan. Por favor calificar sus pensamientos (1 Totalmente de acuerdo - 5 Muy en desacuerdo)



Strongly Agree: 1	21	60%
2	11	31.4%
3	2	5.7%
4	1	2.9%
Strongly Disagree: 5	0	0%

Executive Director is supportive. Please rate your thoughts (1 Strongly Agree - 5 Strongly

Disagree)/El Director Ejecutivo le apoya. Por favor calificar sus pensamientos (1 Totalmente de acuerdo - 5 Muy en desacuerdo).



Strongly Agree: 1	24	68.6%
2	8	22.9%
3	2	5.7%
4	0	0%
Strongly Disagree: 5	1	2.9%

Anything else you would like to let us know?/ Algo mas que decea saber?

- No words describe how happy we are with our child's development.
- We are happy as parents at River. No school is perfect and we appreciate that students are recognized as individuals in their learning in a peace-focused school.
- See comments above.
- I don't believe the incident reports are effective. They are given out very liberally for both incidents that should be addressed and taken seriously and for common disagreements between children. For these later events, the children seem to be fine with what happened and able to resolve themselves, however, a report gets sent home and taken out of context without knowing all the details of the event it is hard for a parent to know what to treat with more gravity. The frequency of these reports makes it very difficult for a parent to know what and how to address the incident. I think they are having a detrimental effect on our family and have worked to create a situation where we for the most part ignore the report. I think a better system should be put in place - one that considers the gravity of the situation and whether you actually want the parent to address something with the child.
- It's really hard to keep track of the various people in the front office and who's in charge of what. Not sure what the answer is but actual photos/names/titles/job descriptions/bios on the Web site would be helpful! (This page is insufficient: <http://www.rivermontessoricharter.org/supporting-staff.html>)
- We would like to hear more or see more of the principal. Individual meetings or direct contact to check in or over specific concerns in the classroom. The school is small enough to provide this type of contact. The focus seems to be more on getting new people in than seeing how the families already there are doing.

Overall the communication seems to be better this year - more advanced notices on events etc,

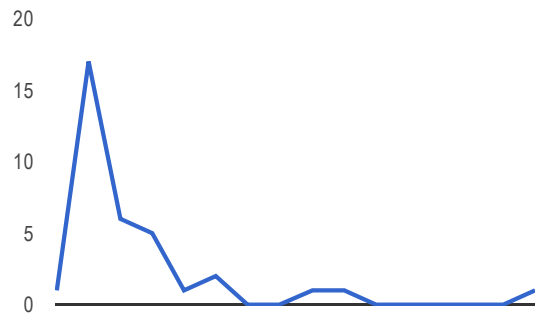
This school is great and the staff is super friendly.

My daughter is very happy, but I can't judge most of these answers since I am not in the classroom and don't really know the work she is doing.

You are all doing a wonderful job, thank you!

**Thank you for providing your feedback. We value your partnership./
Gracias por proporcionar sus comentarios. Nosotros valoramos su
colaboración.**

Number of daily responses



**RMCS PARENT SURVEY 2017-18
May-June 2018**

LCAP (Local Control & Accountability Plan)

River Montessori Charter School's vision for our student success is grounded in engaging students, parents, staff, and the wider community to develop goals, actions, and measures of progress for all students. Please take a moment to review the RMCS 2016-19 LCAP Goals below, and respond to the following questions to help us reflect on these goals.

RMCS LCAP Goals, 2016-19 / Objetivos de RMCS LCAP, 2016-19

- Promote Academic Excellence through Montessori Methodology
- Develop Attributes of Successful Learners in an Authentic Montessori School
- Strengthen Montessori School-Family Partnership and Communication

53 Respondents

How well does RMCS develop attributes of successful learners?

Cognitive Understanding & Thinking Skills

Very Well 36 (69%)
Well 14 (26%)
 Okay/Neutral 3 (5%)
 Not Well
 Not Well at All

Okay/Neutral 1 (2%)
 Not Well 3 (5%)
 Not Well at All

Confidence & Competence

Very Well 37 (70%)
Well 14 (26%)
 Okay/Neutral 1 (2%)
 Not Well 1 (2%)
 Not Well at All

Ability to Handle External Authority

Very Well 38 (72%)
Well 11 (21%)
 Okay/Neutral 2 (4%)
 Not Well 2 (4%)
 Not Well at All

Independence

Very Well 40 (75%)
Well 10 (19%)
 Okay/Neutral 2 (4%)
 Not Well 1 (2%)
 Not Well at All

Social Responsibility

Very Well 37 (70%)
Well 12 (23%)
 Okay/Neutral 3 (5%)
 Not Well 1 (2%)
 Not Well at All

Autonomy

Very Well 38 (72%)
Well 12 (23%)
 Okay/Neutral 1 (2%)
 Not Well 1 (2%)
 Not Well at All

Stewardship, Good Citizenship

Very Well 38 (72%)
Well 12 (23%)
 Okay/Neutral 1 (2%)
 Not Well 1 (2%)
 Not Well at All

Intrinsic Motivation

Very Well 34 (64%)
Well 13 (25%)

Positive Self-image

Very Well 38 (72%)
Well 12 (23%)

Okay/Neutral 2 (4%)

Not Well 1 (2%)

Not Well at All

How well does RMCS promote academic excellence in your child?

Very Well 60.4%

Well 24.5%

Okay 13.2%

Not Well 1.9%

Not Well at All

Do you feel welcome to partner in your child's education at RMCS?

Very Welcome 77.4%

Welcome 18.9%

Not Welcome or Unwelcome 3.8%

Unwelcome

Very Unwelcome

How important is consistent daily attendance for your child's learning & achievement?

Very Important 79.2%

Important 18.9%

Neutral 1.9%

Not Important

Not Important at All

RMCS works to create a safe and welcoming environment for every student

Strongly Agree 83%

Agree 15.1%

Neutral 1.9%

Disagree

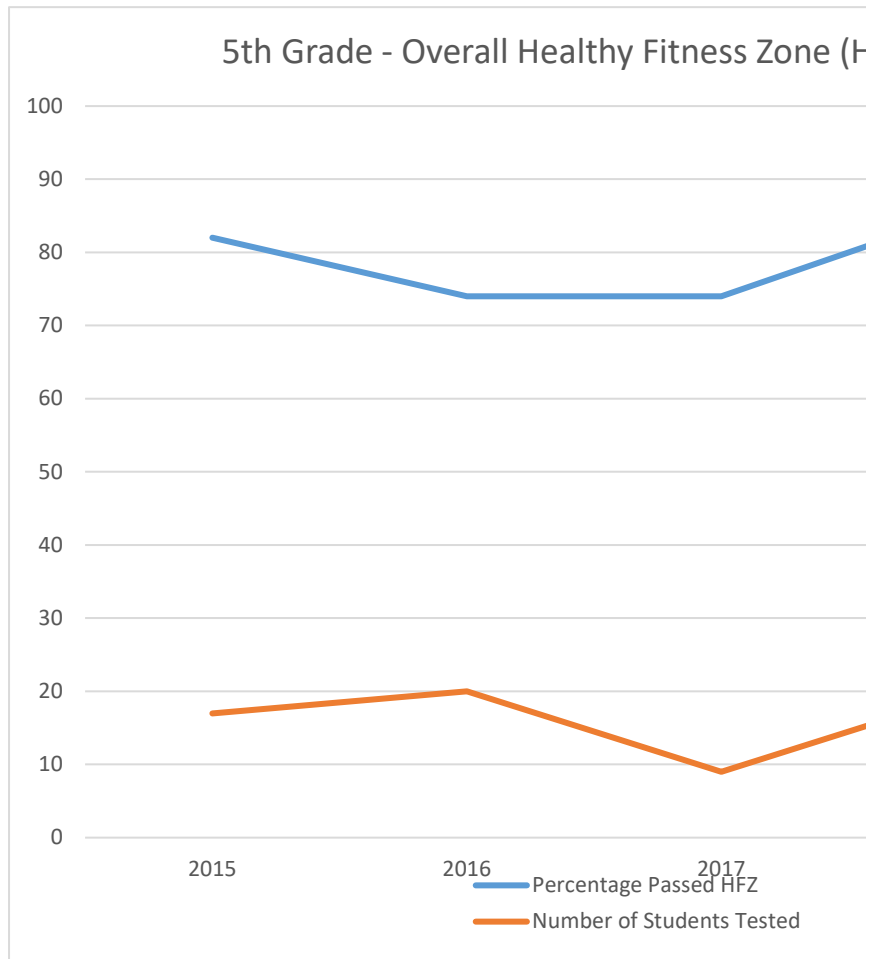
Strongly Disagree

In any of the areas above, how can RMCS improve? (14 Responses)

1. Arts, PE, Spanish (6th Level/Guadalupe)
2. We'd love to see more involvement in nature! Being outdoors beyond the playground, exploring and studying the natural world! (KN/Copper Creek)
3. My one area of concern has been writing. (3rd Level/5th Level, Tuolumne/Yuba)
4. Better interaction Classroom-Parent (3rd Level/Tuolumne)
5. The school and staff do very well in striving for academic excellence; if there was a way to get a lower student to guide ratio, and a consistent classroom assistant, then there could be an opportunity for higher level of achievement for all. Consistency in attendance is important, but I appreciate the support of the school for allowing outside opportunities for learning and enrichment. I appreciate the option of independent studies because it allows and acknowledges a more holistic view of life education. (3rd Level/San Lorenzo)

6. We should be aware of bullying and children should have a gathering to address issues of bullying that goes unreported by students. (1st Level/San Lorenzo)
7. More art and science in the curriculum would be nice. (1st Level/6th Level – Tuolumne/Guadalupe)
8. I think the academics could be better. (2nd Level/Tuolumne)
9. More communication regarding things happening at the school, changing at the school, etc. Many times things are communicated to a single classroom's parents yet not the other classroom's parents and it leaves those left out to start questioning and talking.
10. Putting music back in the curriculum would be lovely (5th Level/Guadalupe)
11. River Montessori is the BEST!!!! (KN/Copper Creek)
12. We struggled with the inter-relational dynamics in lower EI with our first grader. He seemed to be in constant conflicts and felt he didn't have any options with who his peers were because of cliques and bullies. Our son brought home the things he was told, and exposed to, (jokes, gestures, words, etc.) and we have felt concerned that there might not be the oversight we wish there were to protect the first levels from learning from the third levels non-educational retaliated things they might not be ready for (the middle finger, talk about nakedness and kissing, gestures relating to private parts, etc.). (TKK/1st Level – Copper Creek/Tuolumne)
13. RMCS is amazing. (3rd Level/San Lorenzo)
14. Pay closer attention if a child is not achieving success. Starting at the beginning of the school year. Set the child up to be successful from the get go. Don't make assumptions. (5th Level/Guadalupe)

PFT - 5th Grade	2015	2016	2017	2018
% passed	82	74	74	86
# tested	17	20	9	20

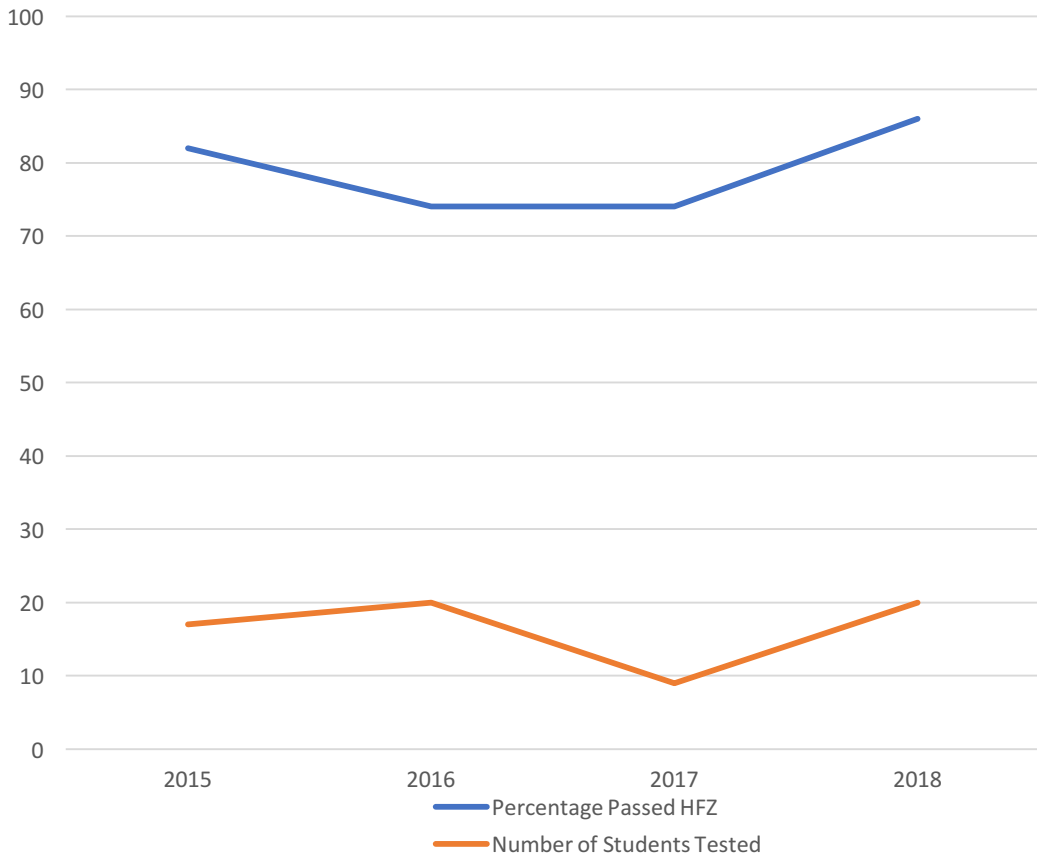


IFZ)



2018

5th Grade - Overall Healthy Fitness Zone (HFZ)





CDE Home » DataQuest » Report Results

Physical Fitness Test

Report:

California Department of Education
 Statewide Assessment Division
 Prepared: 10/16/2018 9:17:09 PM

State: [California](#)
 County: [Sonoma](#)
 District: [River Montessori Elementary Charter](#)
 School: River Montessori Elementary Charter

2016-17 California Physical Fitness Report Overall - Summary of Results River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - Health Risk
Aerobic Capacity	9	**	**	**	**	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	9	**	**	**	**	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	9	**	**	**	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Trunk Extension Strength	9	**	**	**	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Upper Body Strength	9	**	**	**	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Flexibility	9	**	**	**	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A

¹ Includes partially tested students

² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Questions: High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449

California Department of Education
 1430 N Street
 Sacramento, CA 95814

[Web Policy](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

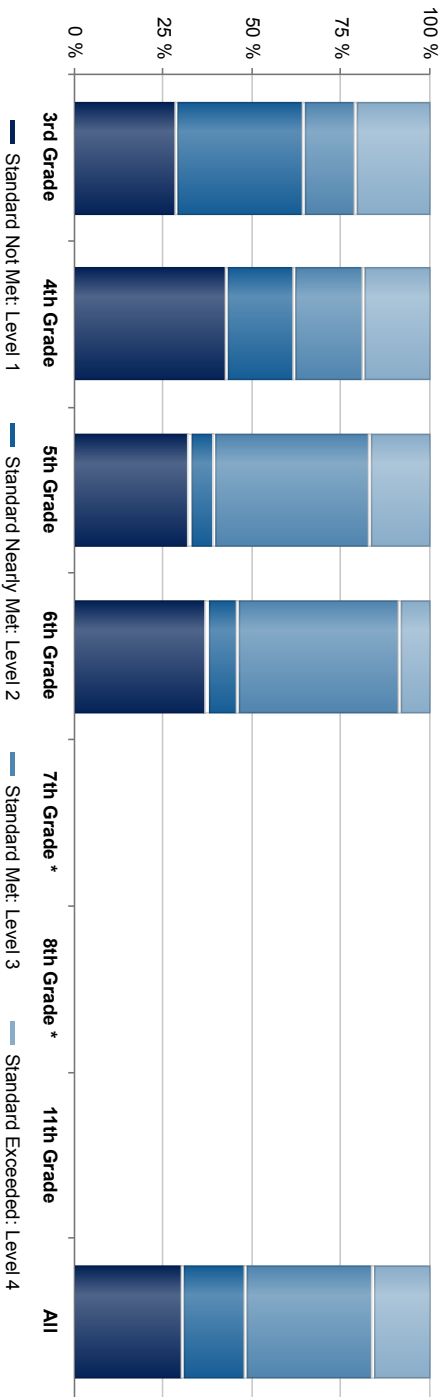
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	18	19	18	14	12	4	N/A	85
Number of Students Tested ¹	16	16	18	13	10	4	N/A	77
Number of Students With Scores ¹	14	16	18	13	10	4	N/A	75
Mean Scale Score	2424.1	2440.7	2494.8	2507.8	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	21 %	19 %	17 %	8 %	*	*	N/A	16 %
Standard Met: Level 3 ¹	14 %	19 %	44 %	46 %	*	*	N/A	36 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	36 %	19 %	6 %	8 %	*	*	N/A	17 %
Standard Not Met: Level 1 ⁽¹⁾	29 %	44 %	33 %	38 %	*	*	N/A	31 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	36 %	31 %	17 %	31 %	*	*	N/A	29 %
At or Near Standard ⁽¹⁾	57 %	31 %	50 %	31 %	*	*	N/A	44 %
Below Standard ⁽¹⁾	7 %	38 %	33 %	38 %	*	*	N/A	27 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	14 %	19 %	11 %	8 %	*	*	N/A	14 %
At or Near Standard ⁽¹⁾	50 %	44 %	56 %	50 %	*	*	N/A	54 %
Below Standard ⁽¹⁾	36 %	38 %	33 %	42 %	*	*	N/A	32 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	29 %	13 %	22 %	23 %	*	*	N/A	20 %
At or Near Standard 	64 %	69 %	61 %	46 %	*	*	N/A	65 %
Below Standard 	7 %	19 %	17 %	31 %	*	*	N/A	15 %

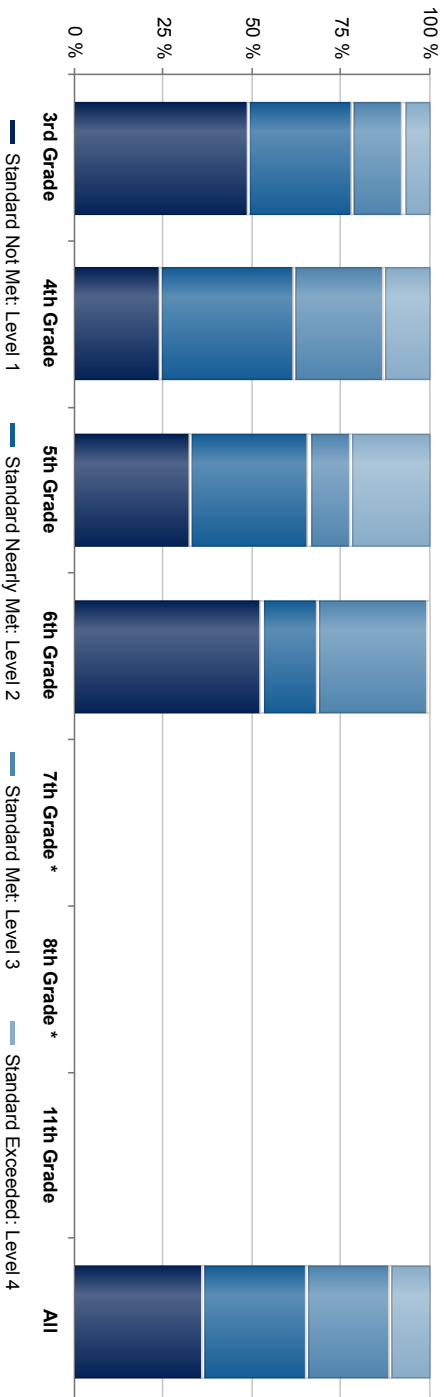
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	14 %	0 %	22 %	31 %	*	*	N/A	20 %
At or Near Standard 	57 %	58 %	61 %	31 %	*	*	N/A	55 %
Below Standard 	29 %	42 %	17 %	38 %	*	*	N/A	25 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	18	19	18	14	12	4	N/A	85
Number of Students Tested ¹	14	16	18	13	10	4	N/A	75
Number of Students With Scores ¹	14	16	18	13	10	4	N/A	75
Mean Scale Score	2390.6	2454.4	2499.2	2475.2	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	7%	13%	22%	0%	*	*	N/A	11%
Standard Met: Level 3 ¹	14%	25%	11%	31%	*	*	N/A	23%

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	29 %	38 %	33 %	15 %	*	*	N/A	29 %
Standard Not Met: Level 1 1	50 %	25 %	33 %	54 %	*	*	N/A	37 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	21 %	19 %	28 %	8 %	*	*	N/A	21 %
At or Near Standard 1	21 %	31 %	17 %	38 %	*	*	N/A	28 %
Below Standard 1	57 %	50 %	56 %	54 %	*	*	N/A	51 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	7 %	13 %	28 %	15 %	*	*	N/A	17 %
At or Near Standard 1	50 %	50 %	44 %	23 %	*	*	N/A	47 %
Below Standard 1	43 %	38 %	28 %	62 %	*	*	N/A	36 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	15 %	13 %	22 %	0 %	*	*	N/A	12 %
At or Near Standard 	54 %	50 %	44 %	62 %	*	*	N/A	55 %
Below Standard 	31 %	38 %	33 %	38 %	*	*	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Select Year: ▼ Select Student Group: ▼

Apply Selections

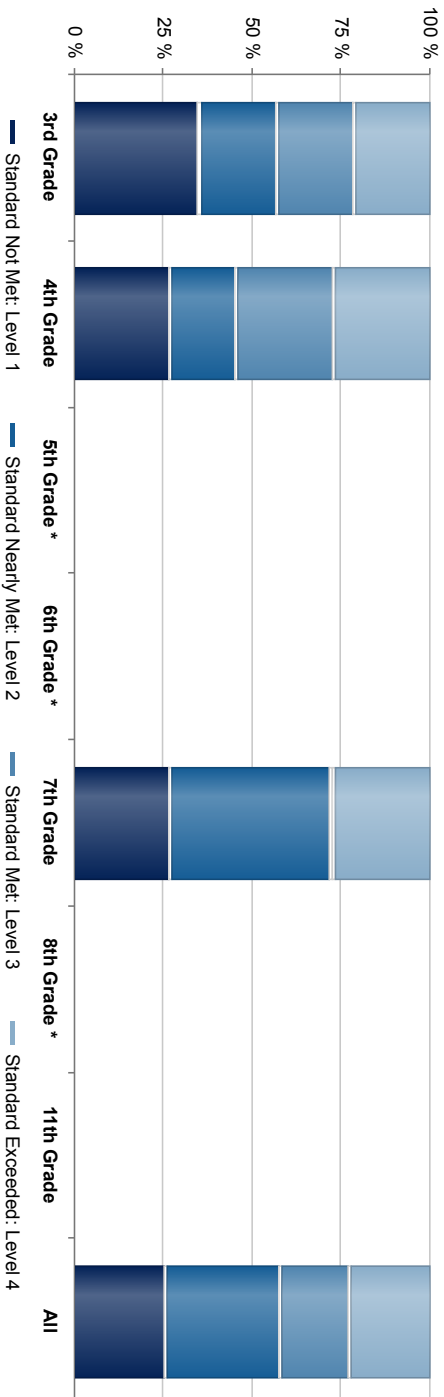
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	16	15	*	*	*	*	N/A	74
# of Students Tested ¹	14	12	*	*	*	*	N/A	63
# of Students With Scores ¹	14	11	*	*	*	*	N/A	62
Mean Scale Score	2399.4	2471.5	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4 ¹	21.43 %	27.27 %	*	*	*	*	N/A	22.58 %
Standard Met: Level 3 ¹	21.43 %	27.27 %	*	*	*	*	N/A	19.35 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	21.43 %	18.18 %	*	*	45.45 %	*	N/A	32.26 %
Standard Not Met: Level 1 ¹	35.71 %	27.27 %	*	*	27.27 %	*	N/A	25.81 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	27.27 %	*	*	27.27 %	*	N/A	33.87 %
Near Standard ¹	28.57 %	63.64 %	*	*	36.36 %	*	N/A	41.94 %
Below Standard ¹	35.71 %	9.09 %	*	*	36.36 %	*	N/A	24.19 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	7.14 %	27.27 %	*	*	36.36 %	*	N/A	22.58 %
Near Standard ¹	42.86 %	27.27 %	*	*	36.36 %	*	N/A	43.55 %
Below Standard ¹	50.00 %	45.45 %	*	*	27.27 %	*	N/A	33.87 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.43 %	9.09 %	*	*	9.09 %	*	N/A	14.52 %
Near Standard 	57.14 %	63.64 %	*	*	54.55 %	*	N/A	62.90 %
Below Standard 	21.43 %	27.27 %	*	*	36.36 %	*	N/A	22.58 %

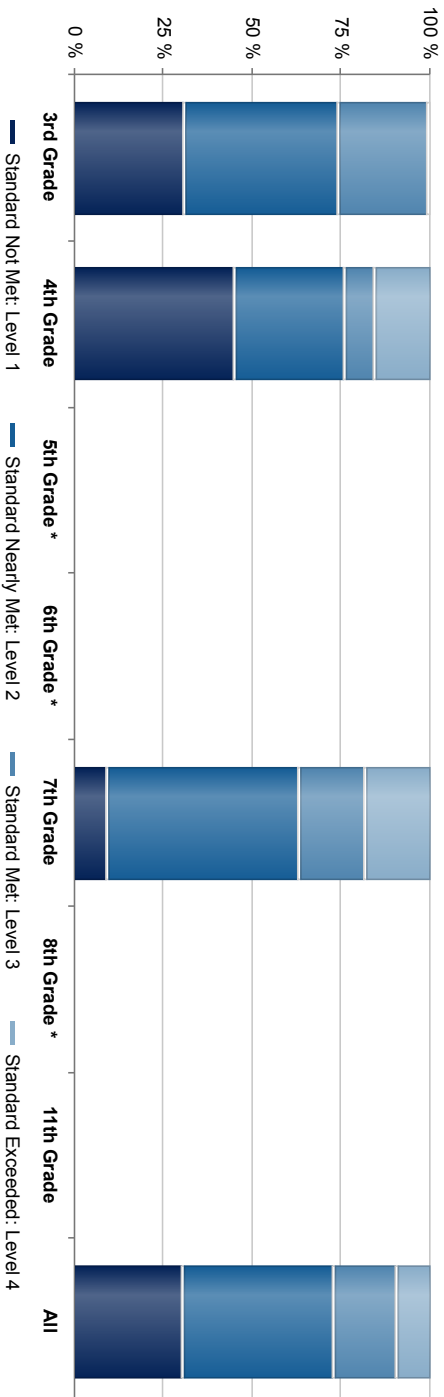
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.43 %	45.45 %	*	*	27.27 %	*	N/A	24.19 %
Near Standard 	57.14 %	36.36 %	*	*	27.27 %	*	N/A	48.39 %
Below Standard 	21.43 %	18.18 %	*	*	45.45 %	*	N/A	27.42 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	16	15	*	*	12	*	N/A	74
# of Students Tested ¹	16	13	*	*	11	*	N/A	65
# of Students With Scores ¹	16	13	*	*	11	*	N/A	65
Mean Scale Score	2396.4	2448.9	*	*	2548.8	*	N/A	N/A
Standard Exceeded: Level 4 ¹	0.00 %	15.38 %	*	*	18.18 %	*	N/A	9.23 %
Standard Met: Level 3 ¹	25.00 %	7.69 %	*	*	18.18 %	*	N/A	16.92 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	43.75 %	30.77 %	*	*	54.55 %	*	N/A	43.08 %
Standard Not Met: Level 1 1	31.25 %	46.15 %	*	*	9.09 %	*	N/A	30.77 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6.25 %	23.08 %	*	*	27.27 %	*	N/A	15.38 %
Near Standard 1	50.00 %	15.38 %	*	*	18.18 %	*	N/A	35.38 %
Below Standard 1	43.75 %	61.54 %	*	*	54.55 %	*	N/A	49.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	6.25 %	15.38 %	*	*	36.36 %	*	N/A	16.92 %
Near Standard 1	62.50 %	61.54 %	*	*	54.55 %	*	N/A	63.08 %
Below Standard 1	31.25 %	23.08 %	*	*	9.09 %	*	N/A	20.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	6.25 %	15.38 %	*	*	18.18 %	*	N/A
Near Standard 	62.50 %	23.08 %	*	*	63.64 %	*	N/A	49.23 %
Below Standard 	31.25 %	61.54 %	*	*	18.18 %	*	N/A	38.46 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: [Apply Selections](#)

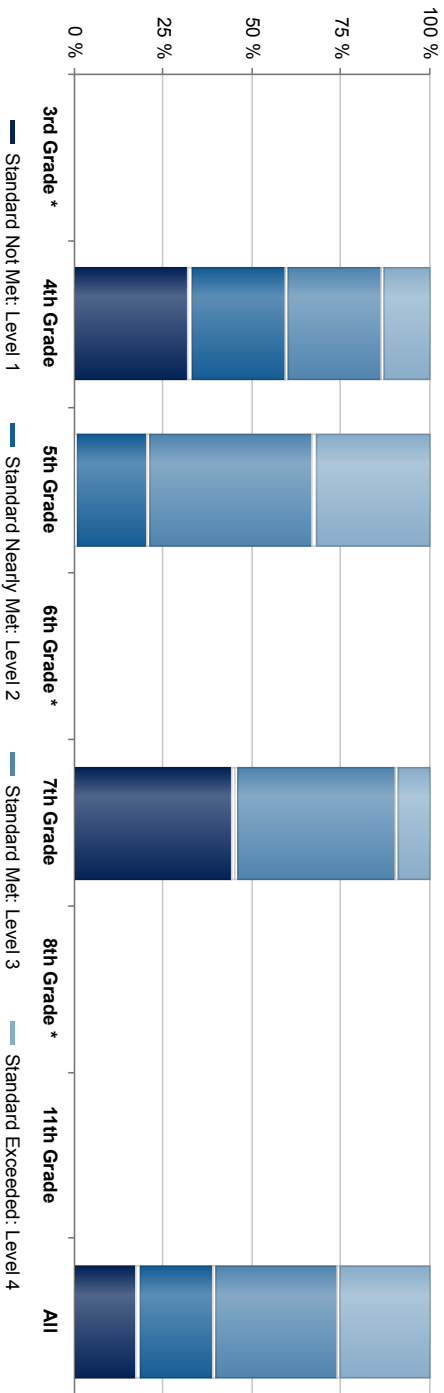
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	10	12	9	N/A	70
# of Students With Scores	9	15	15	7	11	9	N/A	66
Mean Scale Score	*	2446.5	2548.9	*	2513.5	*	N/A	N/A
Standard Exceeded: Level 4	*	13 %	33 %	*	9 %	*	N/A	26 %
Standard Met: Level 3	*	27 %	47 %	*	45 %	*	N/A	35 %
Standard Nearly Met: Level 2	*	27 %	20 %	*	0 %	*	N/A	21 %


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	33 %	0 %	*	45 %	*	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	13 %	20 %	*	18 %	*	N/A	21 %
Near Standard	*	47 %	67 %	*	45 %	*	N/A	55 %
Below Standard	*	40 %	13 %	*	36 %	*	N/A	24 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	13 %	60 %	*	18 %	*	N/A	34 %
Near Standard	*	60 %	33 %	*	36 %	*	N/A	45 %
Below Standard	*	27 %	7 %	*	45 %	*	N/A	22 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard								



	*	27 %	27 %	*	18 %	*	N/A	29 %
Near Standard	*	60 %	60 %	*	45 %	*	N/A	56 %
Below Standard	*	13 %	13 %	*	36 %	*	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

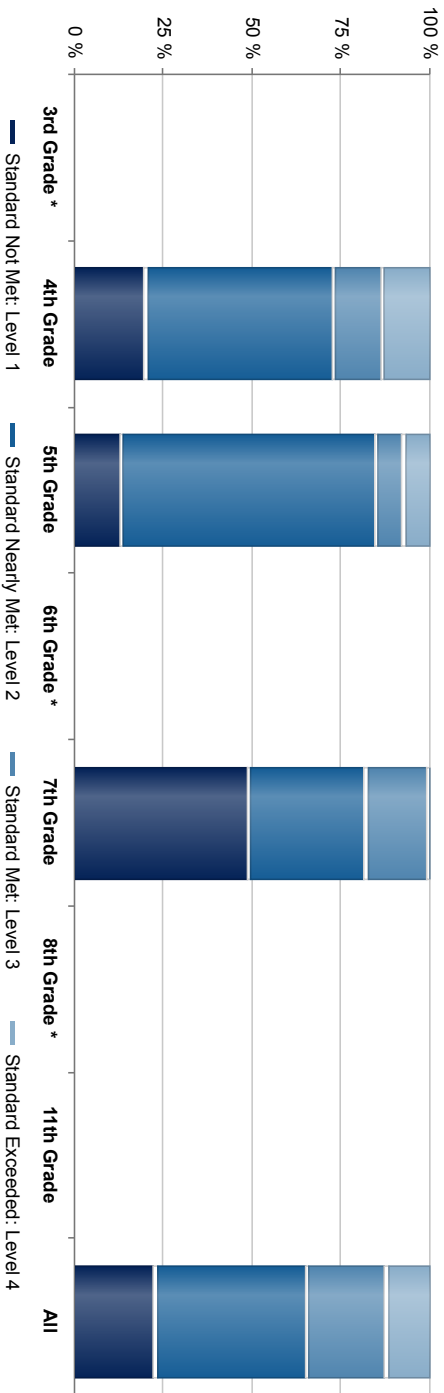


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	20 %	60 %	*	18 %	*	N/A	33 %
Near Standard	*	53 %	40 %	*	73 %	*	N/A	56 %
Below Standard	*	27 %	0 %	*	9 %	*	N/A	11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

[All Students \(accessible data\).](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	9	12	9	N/A	69
# of Students With Scores	9	15	15	9	12	9	N/A	69
Mean Scale Score	*	2465.4	2496.9	*	2458.8	*	N/A	N/A
Standard Exceeded: Level 4	*	13 %	7 %	*	0 %	*	N/A	12 %
Standard Met: Level 3	*	13 %	7 %	*	17 %	*	N/A	22 %
Standard Nearly Met: Level 2	*	53 %	73 %	*	33 %	*	N/A	43 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	20 %	13 %	*	50 %	*	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	20 %	7 %	*	8 %	*	N/A	17 %
Near Standard	*	33 %	53 %	*	25 %	*	N/A	41 %
Below Standard	*	47 %	40 %	*	67 %	*	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	*	7 %	13 %	*	0 %	*	N/A	14 %
Near Standard	*	67 %	47 %	*	42 %	*	N/A	52 %
Below Standard	*	27 %	40 %	*	58 %	*	N/A	33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	13 %	*	8 %	*	N/A	25 %
Near Standard	*	47 %	53 %	*	58 %	*	N/A	48 %
Below Standard	*	40 %	33 %	*	33 %	*	N/A	28 %

[Mathematics Area Achievement Level Descriptors](#)

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Smarter Balanced Assessment Test Results for:

Reach School

CDS Code: 49-70938-0120121

Reach District

Sonoma County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup:

Apply Selections

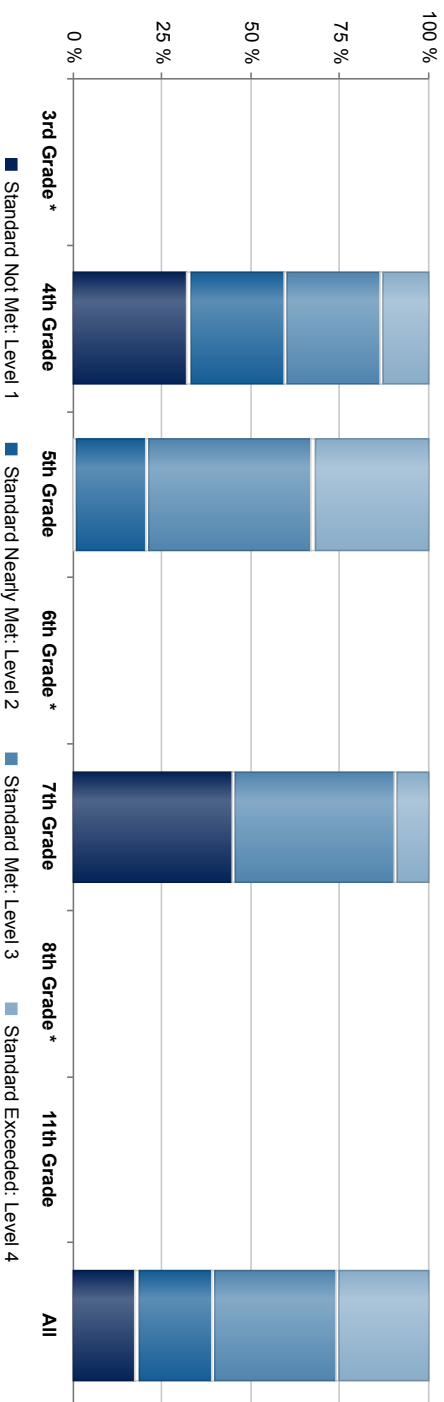
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

[All Students \(accessible data\).](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	10	12	9	N/A	70
# of Students With Scores	9	15	15	7	11	9	N/A	66
Mean Scale Score	*	2446.5	2548.9	*	2513.5	*	N/A	N/A

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	*	13 %	33 %	*	9 %	*	N/A	26 %
Standard Met: Level 3	*	27 %	47 %	*	45 %	*	N/A	35 %
Standard Nearly Met: Level 2	*	27 %	20 %	*	0 %	*	N/A	21 %
Standard Not Met: Level 1	*	33 %	0 %	*	45 %	*	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	20 %	*	18 %	*	N/A	21 %
Near Standard	*	47 %	67 %	*	45 %	*	N/A	55 %
Below Standard	*	40 %	13 %	*	36 %	*	N/A	24 %

WRITING: How well do students communicate in writing?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	60 %	*	18 %	*	N/A	34 %
Near Standard	*	60 %	33 %	*	36 %	*	N/A	45 %
Below Standard	*	27 %	7 %	*	45 %	*	N/A	22 %

LISTENING: How well do students understand spoken information?

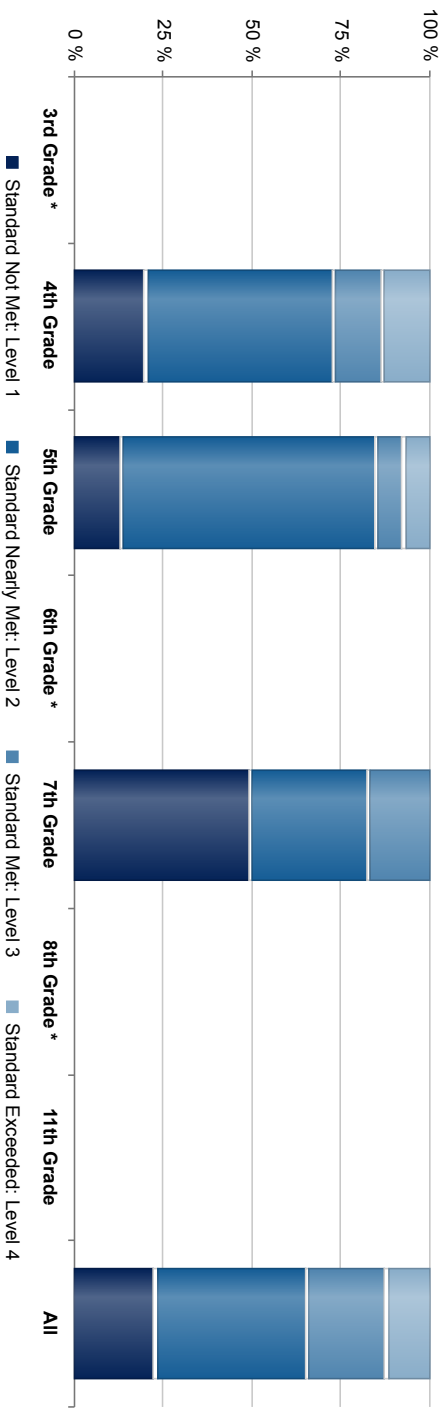
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	27 %	27 %	*	18 %	*	N/A	29 %
Near Standard	*	60 %	60 %	*	45 %	*	N/A	56 %
Below Standard	*	13 %	13 %	*	36 %	*	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	20 %	60 %	*	18 %	*	N/A	33 %
Near Standard	*	53 %	40 %	*	73 %	*	N/A	56 %
Below Standard	*	27 %	0 %	*	9 %	*	N/A	11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	9	17	16	10	13	11	N/A	76
# of Students Tested	9	15	15	9	12	9	N/A	69
# of Students With Scores	9	15	15	9	12	9	N/A	69
Mean Scale Score	*	2465.4	2496.9	*	2458.8	*	N/A	N/A
Standard Exceeded: Level 4	*	13 %	7 %	*	0 %	*	N/A	12 %
Standard Met: Level 3	*	13 %	7 %	*	17 %	*	N/A	22 %
Standard Nearly Met: Level 2	*	53 %	73 %	*	33 %	*	N/A	43 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	*	20 %	13 %	*	50 %	*	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	20 %	7 %	*	8 %	*	N/A	17 %
Near Standard	*	33 %	53 %	*	25 %	*	N/A	41 %
Below Standard	*	47 %	40 %	*	67 %	*	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	7 %	13 %	*	0 %	*	N/A	14 %
Near Standard	*	67 %	47 %	*	42 %	*	N/A	52 %
Below Standard	*	27 %	40 %	*	58 %	*	N/A	33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	13 %	13 %	*	8 %	*	N/A	25 %
Near Standard	*	47 %	53 %	*	58 %	*	N/A	48 %
Below Standard	*	40 %	33 %	*	33 %	*	N/A	28 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Reach**

CDS Code: 49-70938-0120121

District: Reach

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: [Apply Selections](#)

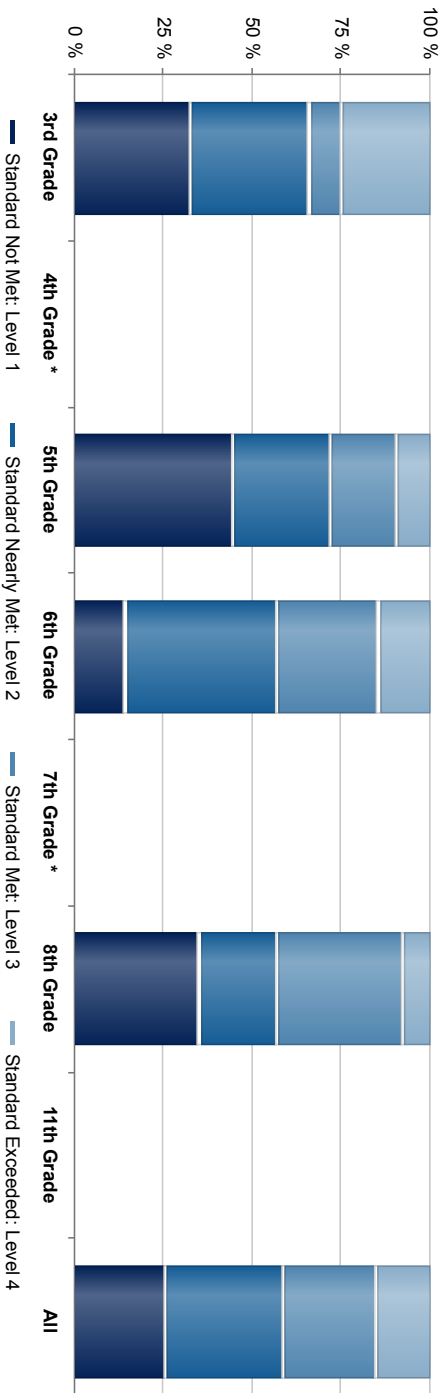
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	*	11	14	*	14	N/A	69
# of Students Tested	12	*	11	14	*	14	N/A	66
# of Students With Scores	12	*	11	14	*	14	N/A	66
Mean Scale Score	2404.1	*	2464.1	2527.3	*	2532.6	N/A	N/A
Standard Exceeded: Level 4	25.00 %	*	9.09 %	14.29 %	*	7.14 %	N/A	15.15 %
Standard Met: Level 3	8.33 %	*	18.18 %	28.57 %	*	35.71 %	N/A	25.76 %
Standard Nearly Met: Level 2	33.33 %	*	27.27 %	42.86 %	*	21.43 %	N/A	33.33 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	33.33 %	*	45.45 %	14.29 %	*	35.71 %	N/A	25.76 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	*	27.27 %	21.43 %	*	28.57 %	N/A	27.27 %
Near Standard	33.33 %	*	18.18 %	64.29 %	*	35.71 %	N/A	43.94 %
Below Standard	41.67 %	*	54.55 %	14.29 %	*	35.71 %	N/A	28.79 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	14.29 %	*	14.29 %	N/A	19.70 %
Near Standard	41.67 %	*	45.45 %	50.00 %	*	42.86 %	N/A	46.97 %
Below Standard	41.67 %	*	45.45 %	35.71 %	*	42.86 %	N/A	33.33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard								



	16.67 %	*	9.09 %	21.43 %	*	14.29 %	N/A	18.18 %
Near Standard	75.00 %	*	54.55 %	71.43 %	*	57.14 %	N/A	65.15 %
Below Standard	8.33 %	*	36.36 %	7.14 %	*	28.57 %	N/A	16.67 %

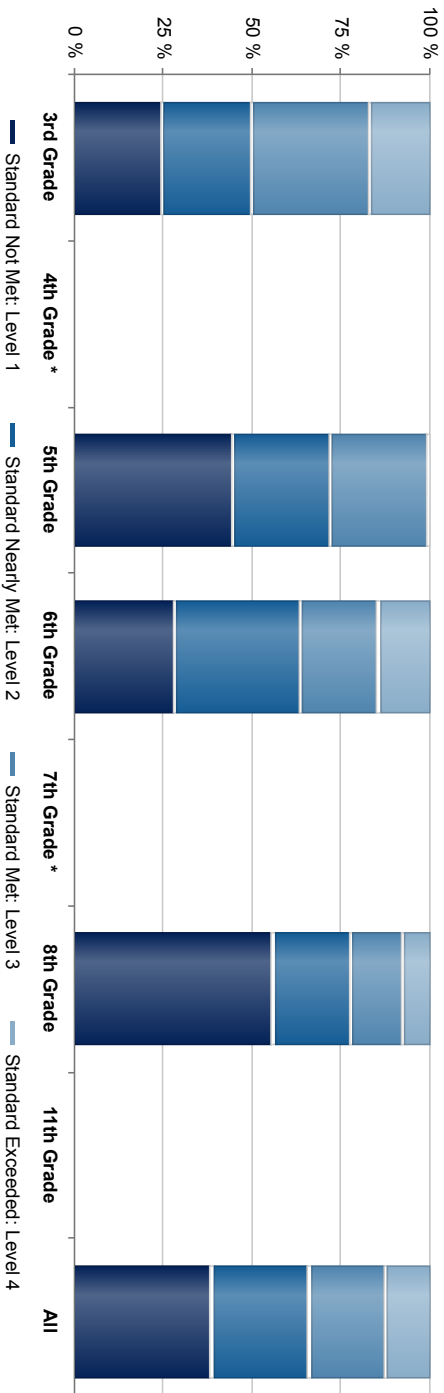
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	7.14 %	*	0.00 %	N/A	12.12 %
Near Standard	58.33 %	*	63.64 %	71.43 %	*	78.57 %	N/A	68.18 %
Below Standard	25.00 %	*	27.27 %	21.43 %	*	21.43 %	N/A	19.70 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	*	11	14	*	14	N/A	69
# of Students Tested	12	*	11	14	*	14	N/A	66
# of Students With Scores	12	*	11	14	*	14	N/A	66
Mean Scale Score	2425.8	*	2469.9	2522.4	*	2472.0	N/A	N/A
Standard Exceeded: Level 4	16.67 %	*	0.00 %	14.29 %	*	7.14 %	N/A	12.12 %
Standard Met: Level 3	33.33 %	*	27.27 %	21.43 %	*	14.29 %	N/A	21.21 %
Standard Nearly Met: Level 2	25.00 %	*	27.27 %	35.71 %	*	21.43 %	N/A	27.27 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	25.00 %	*	45.45 %	28.57 %	*	57.14 %	N/A	39.39 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	33.33 %	*	9.09 %	21.43 %	*	14.29 %	N/A	21.21 %
Near Standard	33.33 %	*	36.36 %	50.00 %	*	14.29 %	N/A	27.27 %
Below Standard	33.33 %	*	54.55 %	28.57 %	*	71.43 %	N/A	51.52 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	*	9.09 %	0.00 %	*	7.14 %	N/A	10.61 %
Near Standard	66.67 %	*	45.45 %	71.43 %	*	35.71 %	N/A	53.03 %
Below Standard	16.67 %	*	45.45 %	28.57 %	*	57.14 %	N/A	36.36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	*	9.09 %	14.29 %	*	14.29 %	N/A	18.18 %
Near Standard	33.33 %	*	36.36 %	57.14 %	*	35.71 %	N/A	37.88 %
Below Standard	41.67 %	*	54.55 %	28.57 %	*	50.00 %	N/A	43.94 %

[Mathematics Area Achievement Level Descriptors](#)



COMMUNICATION Practices & Reports

RMCS Communication Practices

WALKIE-TALKIES: All Guides, Classroom Assistants, or Child Care staff will carry a Walkie-Talkie when with students during any outdoor activity, or when not in immediate contact with other classrooms or school administration. All school administration & classroom Walkie-talkies will remain “on” during school operational hours.

CONSULTATION: Please remember consultation is key to sound decision-making. Always consult with colleagues/Executive Director or school administration in any atypical situation.

COMMUNITY MESSAGING: Whether communication is directed to the RMCS community membership or outside the RMCS community, consultation is essential. Always consider that there may be prevailing questions or issues that are not apparent or widely known. Consultation with the Executive Director, a colleague, or school admin to discuss content of the messaging, as well as a “second set of eyes” will support communication that is welcomed and received positively by the recipients to maintain understanding, partnership, and conversation..

EMERGENCY SITUATIONS: As consultation is at all times a RMCS practice, **no 911 or emergency call or decision** shall be made without a secondary consultation of the Executive Director or Substitute-Director (SubD). Consult with a colleague in the immediate vicinity of any incident that is of an extreme or dire nature, if ED or SubD is not available.

Communication Log Process

Scope: Any and ALL official School Day and River Crew Child Care hours, or Guide-proctored Field Trips.

Purpose: Documentation of any significant unusual event, occasion or pattern.

Required for:

-- Student Injury	-- Drugs	-- Profuse Bleeding
-- Weapons	-- Burn or Rash	-- Inappropriate Language/Behavior
-- Head Injury* (of any kind) * <i>Verbal Contact Mandatory</i>		
-- Repetitive Aberrations that indicate a pattern in behavior		
-- Any Other Atypical, Unusual Event, or Occasion		

Responsibilities/Practice

- Communication Logs are to be completed by the person who witnessed [*or supervisor advised of*] the incident or situation, as soon as is safely possible after the event.
- Regardless of the time of the situation, parent must be contacted before the end of day (or River Crew). For minor incidents, a written log may go home with student. If verbal contact occurs, a Communication Log may follow within 24 hours of the event, after verbal contact (in person or via phone contact).

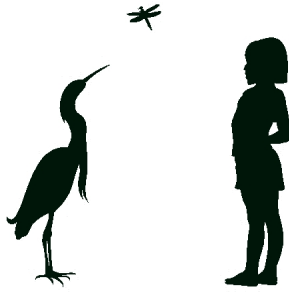
Revised: 05/22/18

Responsibilities/Practice, continued

- Confidentiality must be preserved when completing reports. Do not list names of other students, use term "another student" or "other students" if the mention is relevant to event.
- Objectivity is a must. Some incidents, by nature, evoke emotional responses from staff and/or faculty. Reports are to be completed and edited in a factual non-judgmental tone, using proper grammar, spelling, and punctuation (use consultation practice, for a review of sensitive communication).
- Describe the incident and resolution in complete, specific, concrete, objective, observable behavioral terms (do not leave unanswered questions). Answer questions such as: *how long, what time, how big, how many, etc.*
For example: "*Jay was attacking students on the playground;*" could read, "*While playing during recess, Jay interrupted others' play several times, and pulled another child's ponytail. Staff intervened and counseled Jay on his behavior. Jay was able to apologize to the student and return to safe participation at recess.*"
- The Communication Log must be completed in its entirety. If a field doesn't apply, insert "N/A."
- Only Guides are to make contact with the parent/guardian regarding atypical events, unless specifically instructed (*i.e., Classroom Assistants making calls from classroom when student is sick*).
- River Crew team will advise the family of any minor incident at pick-up and may follow-up with a formal Communication Log within 24 hours. Major incidents will be immediately referred to the appropriate on-site or on-call supervisorial staff and to families.

Form Completion/Additional Considerations

- Complete on hard surface for triplicate form to work on all copies (check to ensure third copy is clear).
- Before distributing the form, consult. Have a faculty or staff member review/edit report for clarity, proper structure.
- If you are unsure whether to complete a report or not, complete it! There is no such thing as too much communication -*or documentation*- "when in doubt, fill it out."
- Please remember that your description of the situation is read, and relied upon, for information concerning the individual and the incident, and helps both parents and school understand well and for mutual support!



RIVER MONTESSORI
CHARTER SCHOOL

RMCS Language Reclassification Form

Student _____

Date _____

Primary Language _____ Birthdate _____

1st day of school at RMCS _____

I. Initial Recommendation for Reclassification

Admin Parent Teacher Other

II. English Proficiency Test (CELDT)

Advanced Early Advanced

III. Academic Achievement

a) State Assessments (CAASPP) for English Language Arts Standards:

Nearly Met Met Exceeded

b) Reading at _____ grade level (measured by DRA, Rigby, Other: _____)

c) SOLOM _____

d) Additional Information and comments:

IV Final Recommendation (Completed by Language Review Team: Guide/Teacher, Parent, Student, Administrator)

A Recommend for Reclassification: Yes No

Signatures: Administration _____

Instructional/EL Support staff _____

Teacher _____

Parent (letter w/signature in file) _____

V. Two-year follow up: State Assessments (CAASPP) scores will be reviewed for two years:

Year _____ CAASPP (Reading/ELA) Nearly Met Met Exceeded

Year _____ CAASPP (Reading/ELA) Nearly Met Met Exceeded

Alumno _____ Fecha _____

Idioma Primario _____ Fecha de Nacimiento _____

1er día de escuela en RMCS _____

I. Recomendado para ser reclasificado por

Administración Padre de Familia Maestro Otro

II. Competente en el Lenguaje Ingles

Avanzado Principiante Avanzado

III. Logros Académicos

A. Estandares sobre las evaluaciones del Estado (CAASPP) sobre el Lenguaje Ingles:

Casi cumplido Reúne las características Excede los parametros

B. Lee a nivel de grado _____ (evaluado por DRA, Rigby, Otro, _____)

C. SOLOM _____

D. Información Adicional y comentarios:

IV. Recomendaciones Finales (Revisado y terminado por el personal de Lenguaje: Maestro, Padre de Familia, Alumno, Administrador)

A. Recomendado para ser reclasificado Si No

Firmas:

Administración _____

Instructores/Maestros de Ingles como Segunda Lengua _____

Maestros _____

Padres de Familia _____

V. Dos años de seguimiento: Los resultados de las Evaluaciones del Estado (CAASPP) serán revisados por dos años.

Año _____ CAASPP (lectura/ELA)

Casi cumplido Reúne las características Excede los parametros

Año _____ CAASPP(Lectura/ELA)

Casi cumplido Reúne las características Excede los parametros

3880 Cypress Drive, Suite B • Petaluma, CA 94954 • 707.778.6414 • www.rivermontessoricharter.org

River Montessori Charter School is an Equal Opportunity Employer and does not discriminate against any persons (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).



California Department of Education

Data Reporting Office
 Prepared: 11/5/2018 9:55:12 PM

-Select another year- ▾

Selected School Level Data
 River Montessori Ele--Old Adobe Union--4970847-0119750
 for the year 2015-16

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	Asian	Hispanic or Latino	White not Hispanic	English Learners	Fluent-English-Proficient Students	Students Redesignated EEP
River Montessori Elementary/Charter	49708470119750	162	8 (4.9%)	33 (20.4%)	94 (58.0%)	28 (17.3%)	0 (0.0%)	0 (0.0%)
District Total:		0	60 (3.1%)	789 (40.8%)	912 (47.1%)	566 (29.3%)	81 (4.2%)	39 (6.9%)
County Total:		71,131	2,290 (3.2%)	31,667 (44.5%)	31,268 (44.0%)	16,232 (22.8%)	10,532 (14.8%)	1,795 (10.9%)
State Total:		6,226,737	551,229 (8.9%)	3,360,562 (54.0%)	1,500,932 (24.1%)	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

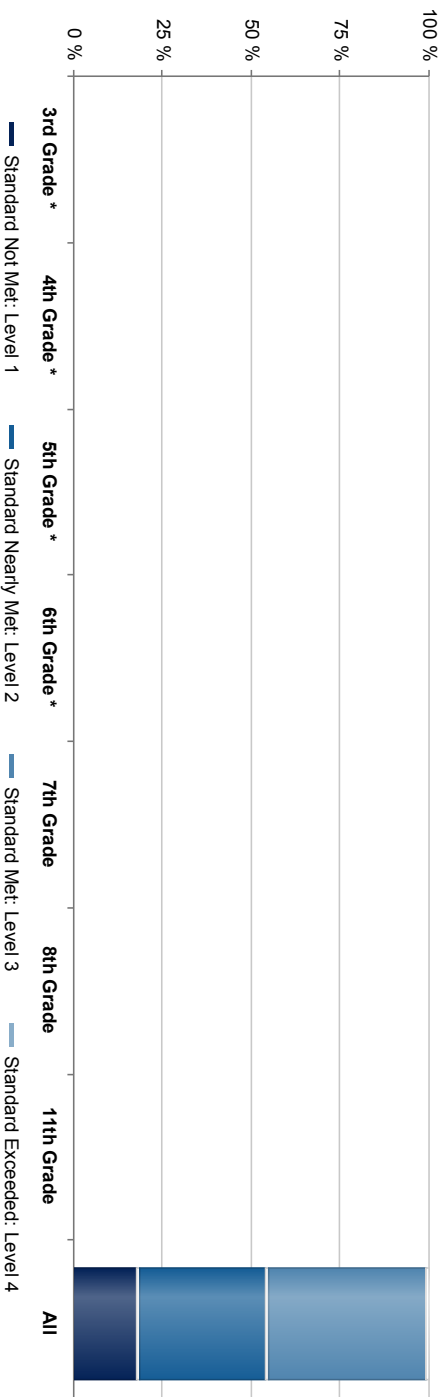
Smarter Balanced Results (2015)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	1	5	2	3	N/A	N/A	N/A	11
Number of Students With Scores	1	5	2	3	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	45 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	36 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	18 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	82 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	18 %





Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	64 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	27 %

Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Performance Level								
	Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
	At or Near Standard 	*	*	*	*	N/A	N/A	N/A	64 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	18 %

Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Performance Level								
	Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
	At or Near Standard 	*	*	*	*	N/A	N/A	N/A	60 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	40 %

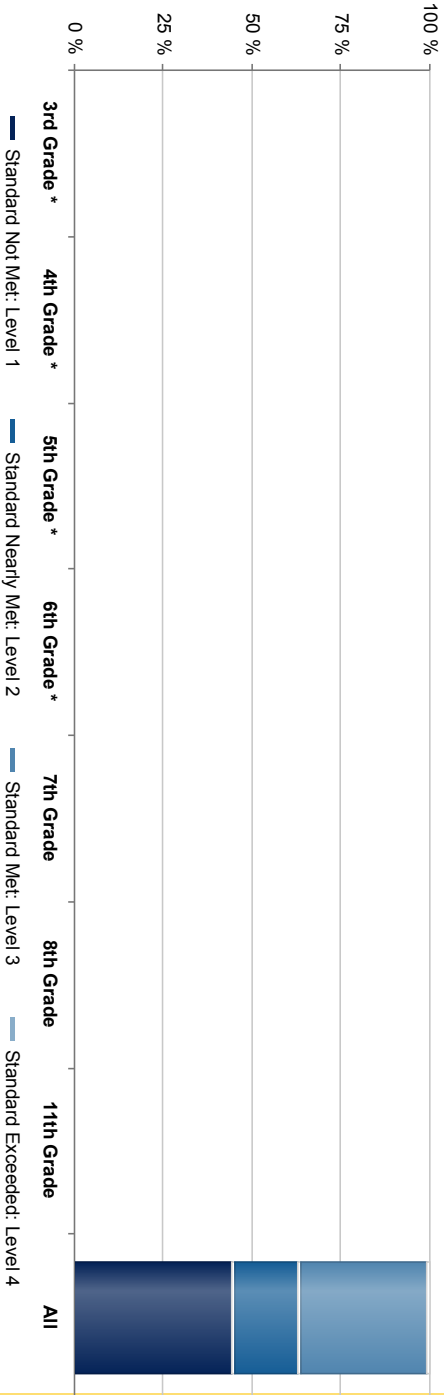
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	1	5	2	3	N/A	N/A	N/A	11
Number of Students With Scores	1	5	2	3	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	36%
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	18%
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	45%

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	45 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	55 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	55 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	36 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	36 %

Below Standard 	*	*	*	*	N/A	N/A	N/A	45 %
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[Mathematics Area Achievement Level Descriptors](#)

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

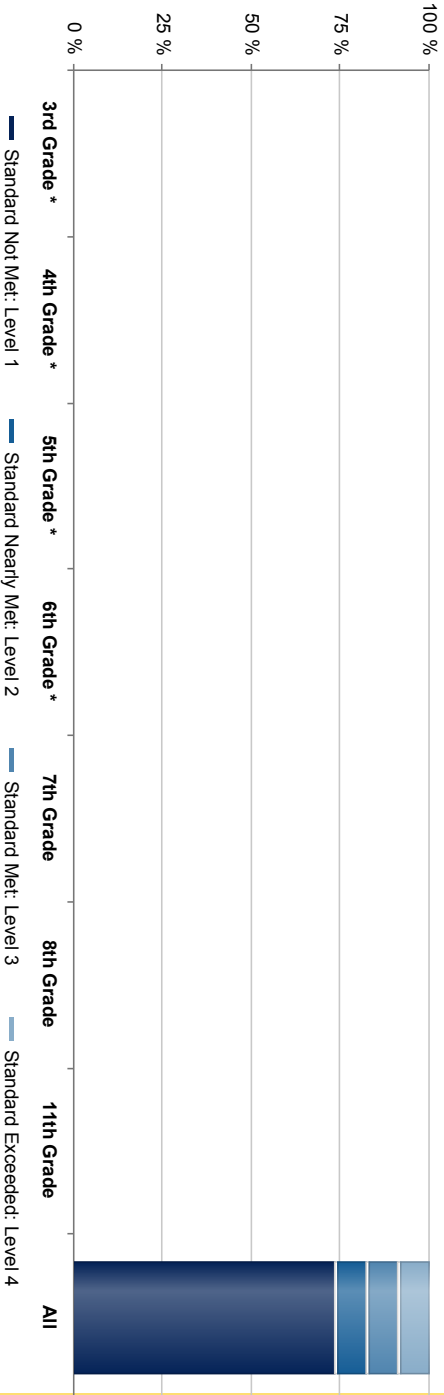
Smarter Balanced Results (2016)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	4	4	1	N/A	N/A	N/A	12
# of Students Tested	3	4	4	1	N/A	N/A	N/A	12
# of Students With Scores	3	4	4	1	N/A	N/A	N/A	12
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	8%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	8%


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Standard Not Met: Level 1 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	75 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	17 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	58 %





WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	8 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	83 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	N/A	N/A	N/A	8 %
	Near Standard 	*	*	*	*	N/A	N/A	N/A	58 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	33 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	N/A	N/A	N/A	17 %
	Near Standard 	*	*	*	*	N/A	N/A	N/A	33 %
	Below Standard 	*	*	*	*	N/A	N/A	N/A	50 %

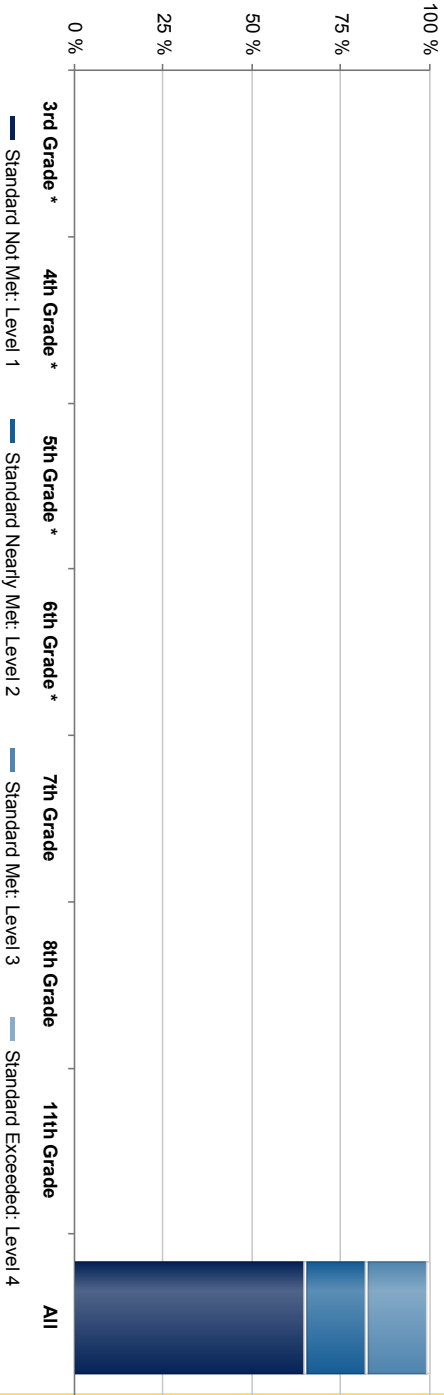
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	4	4	4	1	N/A	N/A	12
# of Students Tested	3	4	4	4	1	N/A	N/A	12
# of Students With Scores	3	4	4	4	1	N/A	N/A	12
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	17%
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	17%
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	67%

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	33 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	75 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 								

	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50 %

[Mathematics Area Achievement Level Descriptors](#)

Students with no reported disability.

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

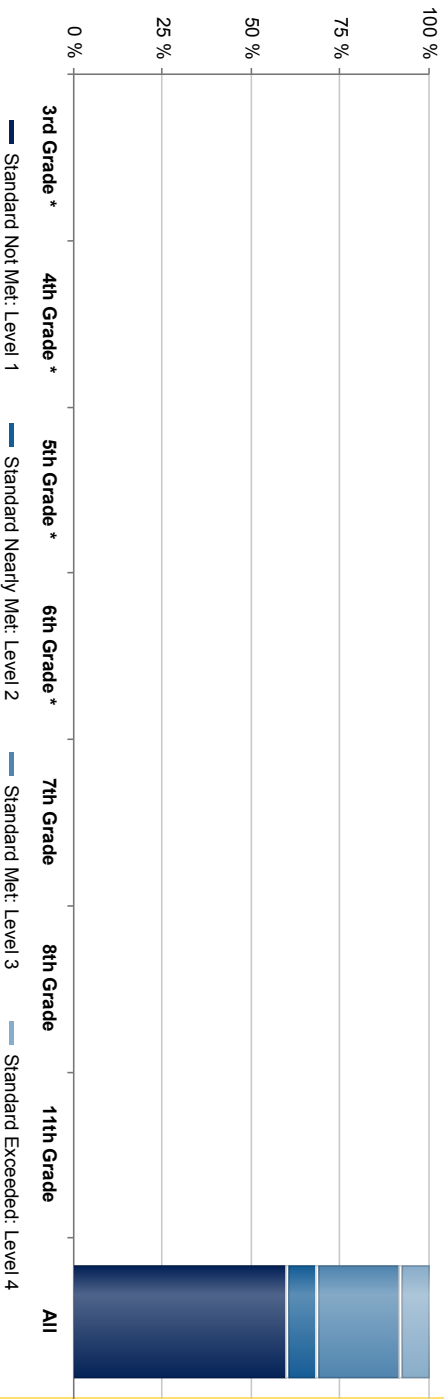
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	26
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	7.69 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	23.08 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	7.69 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	61.54 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %





WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %

LISTENING: How well do students understand spoken information?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	*	N/A	N/A	7.69 %
Near Standard 	*	*	*	*	*	N/A	N/A	61.54 %
Below Standard 	*	*	*	*	*	N/A	N/A	30.77 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	*	N/A	N/A	15.38 %
Near Standard 	*	*	*	*	*	N/A	N/A	34.62 %
Below Standard 	*	*	*	*	*	N/A	N/A	50.00 %

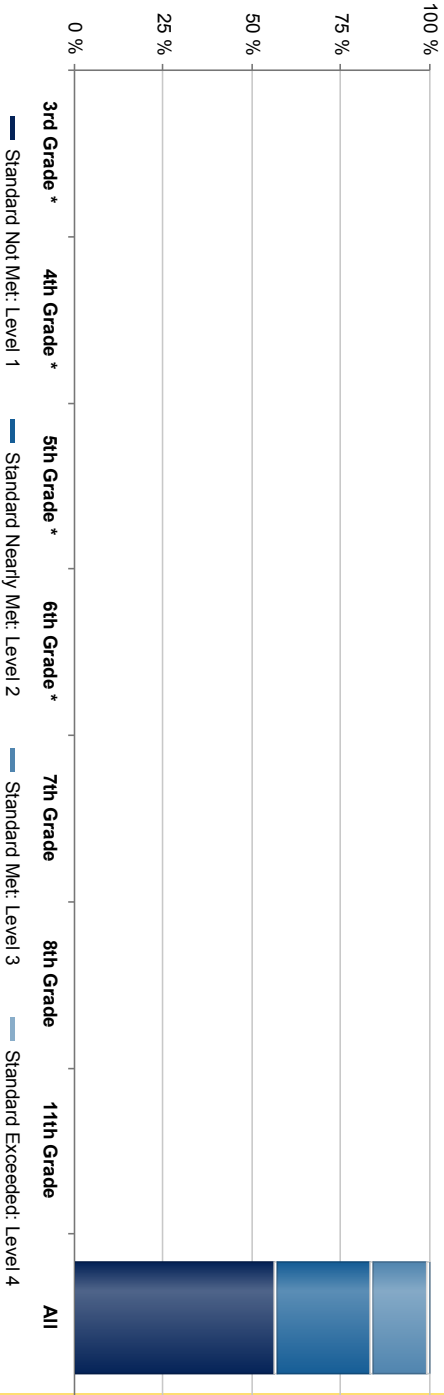
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	26
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	15.38 %
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	26.92 %
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	57.69 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	26.92 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	69.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard ¹	*	*	*	*	N/A	N/A	N/A	42.31 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	50.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard ¹	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

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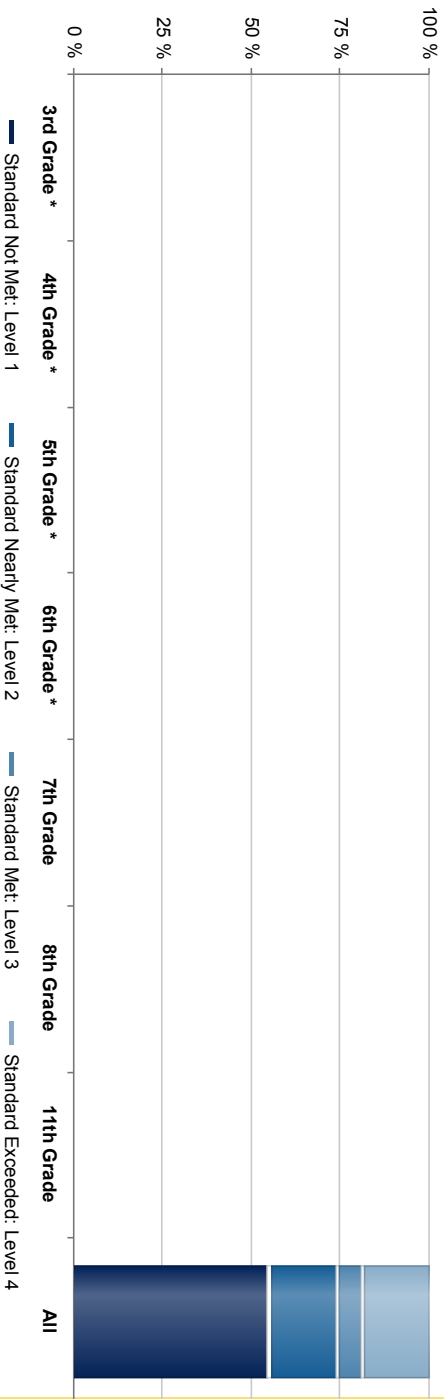
Smarter Balanced Results (2018)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	N/A	N/A	16
# of Students Tested	*	*	*	*	*	N/A	N/A	N/A	N/A	16
# of Students With Scores	*	*	*	*	*	N/A	N/A	N/A	N/A	16
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	N/A	N/A	18.75 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	N/A	N/A	62.5 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	18.75 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	56.25 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	12.50 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	18.75 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	68.75 %





WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	6.25 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	37.50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	56.25 %

LISTENING: How well do students understand spoken information?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	18.75 %
	Near Standard 	*	*	*	*	N/A	N/A	25.00 %
Below Standard 	*	*	*	*	N/A	N/A	56.25 %	

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	0.00 %
	Near Standard 	*	*	*	*	N/A	N/A	56.25 %
Below Standard 	*	*	*	*	N/A	N/A	43.75 %	

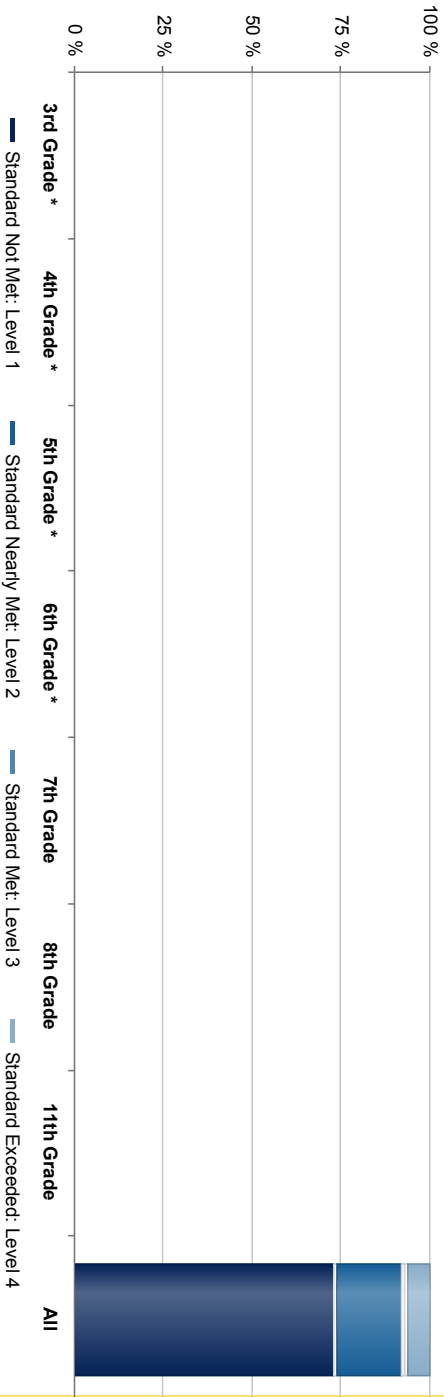
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	16
# of Students Tested	*	*	*	*	*	N/A	N/A	16
# of Students With Scores	*	*	*	*	*	N/A	N/A	16
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	6.25 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	0.00 %
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	18.75 %
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	75.00 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	0.00 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	18.75 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	81.25 %	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	6.25 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	31.25 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	62.50 %	

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	0.00 %
	Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	43.75 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	56.25 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

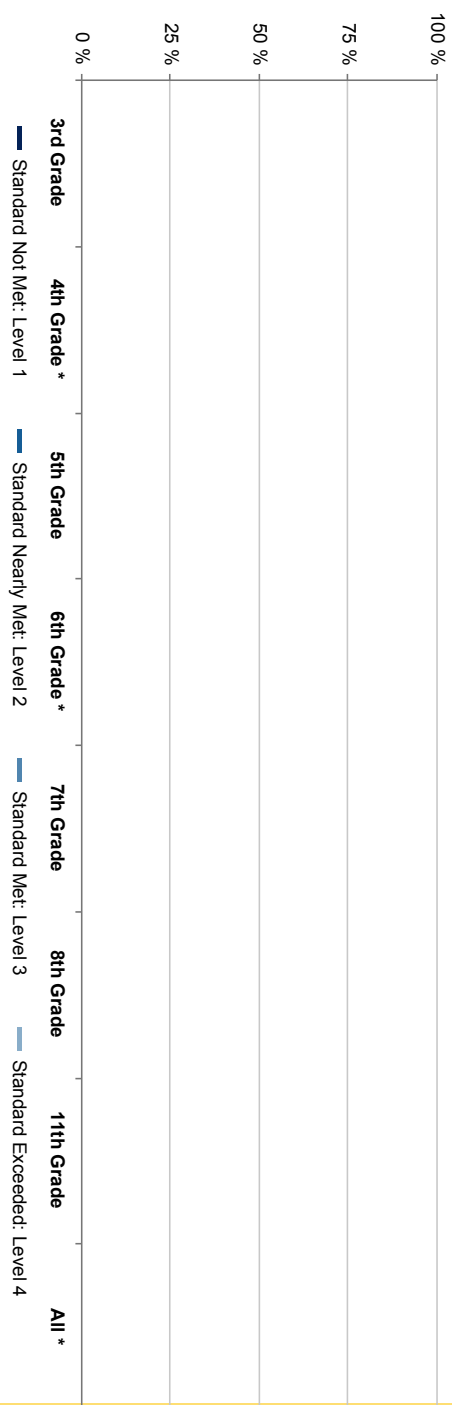
Smarter Balanced Results (2015)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Asian

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	28	N/A	N/A	23	N/A	N/A	91
Number of Students Tested	N/A	2	N/A	N/A	2	N/A	N/A	4
Number of Students With Scores	N/A	2	N/A	N/A	2	N/A	N/A	4
Mean Scale Score	N/A	*	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Met: Level 3	N/A	*	N/A	N/A	*	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	N/A	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	*	N/A	*	N/A	N/A	N/A	*

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

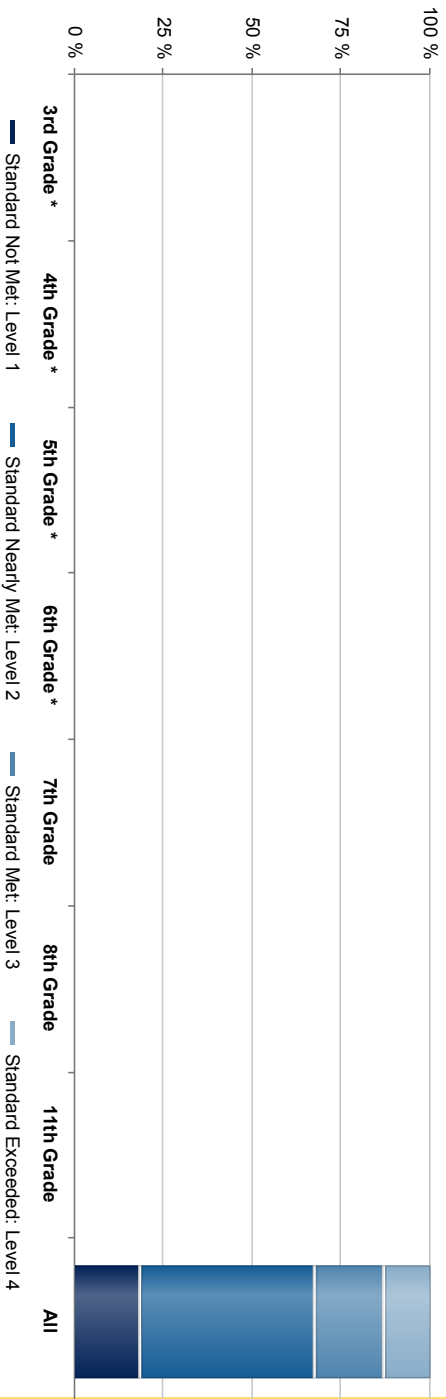
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	4	3	5	4	N/A	N/A	N/A	16
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	13 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	19 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	50 %
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	19 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	19 %
At or Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	44 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	38 %

Writing: Producing clear and purposeful writing


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	13 %
At or Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	80 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	7 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	13 %
At or Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	81 %
Below Standard ⁽¹⁾								

	*	*	*	*	N/A	N/A	N/A	N/A	6 %
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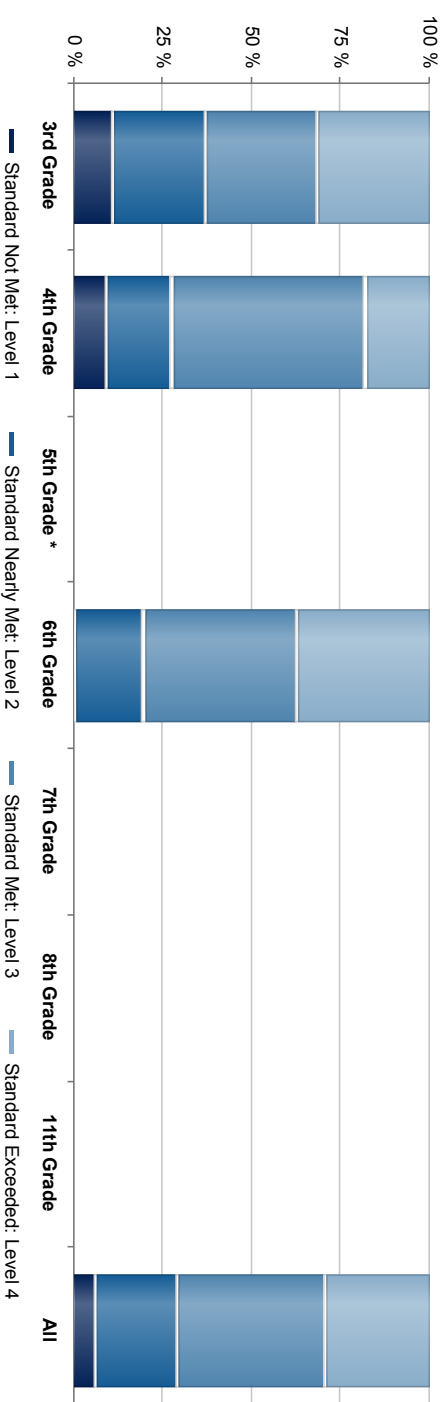
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	38 %
At or Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	25 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	38 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)




Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽¹⁾	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⁽¹⁾	19	11	7	16	N/A	N/A	N/A	53
Number of Students With Scores ⁽¹⁾	19	11	7	16	N/A	N/A	N/A	53
Mean Scale Score	2450.5	2479.7	*	2586.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	32 %	18 %	*	38 %	N/A	N/A	N/A	30 %
Standard Met: Level 3 ⁽¹⁾	32 %	55 %	*	44 %	N/A	N/A	N/A	42 %
Standard Nearly Met: Level 2 ⁽¹⁾	26 %	18 %	*	19 %	N/A	N/A	N/A	23 %
Standard Not Met: Level 1 ⁽¹⁾	11 %	9 %	*	0 %	N/A	N/A	N/A	6 %




[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	47 %	18 %	*	38 %	N/A	N/A	N/A	36 %
 At or Near Standard ⁽¹⁾	42 %	73 %	*	44 %	N/A	N/A	N/A	51 %
 Below Standard ⁽¹⁾	11 %	9 %	*	19 %	N/A	N/A	N/A	13 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	32 %	36 %	*	56 %	N/A	N/A	N/A	40 %
At or Near Standard 	47 %	55 %	*	44 %	N/A	N/A	N/A	49 %
Below Standard 	21 %	9 %	*	0 %	N/A	N/A	N/A	11 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	32 %	9 %	*	31 %	N/A	N/A	N/A	25 %
At or Near Standard 	63 %	82 %	*	69 %	N/A	N/A	N/A	72 %
Below Standard 	5 %	9 %	*	0 %	N/A	N/A	N/A	4 %

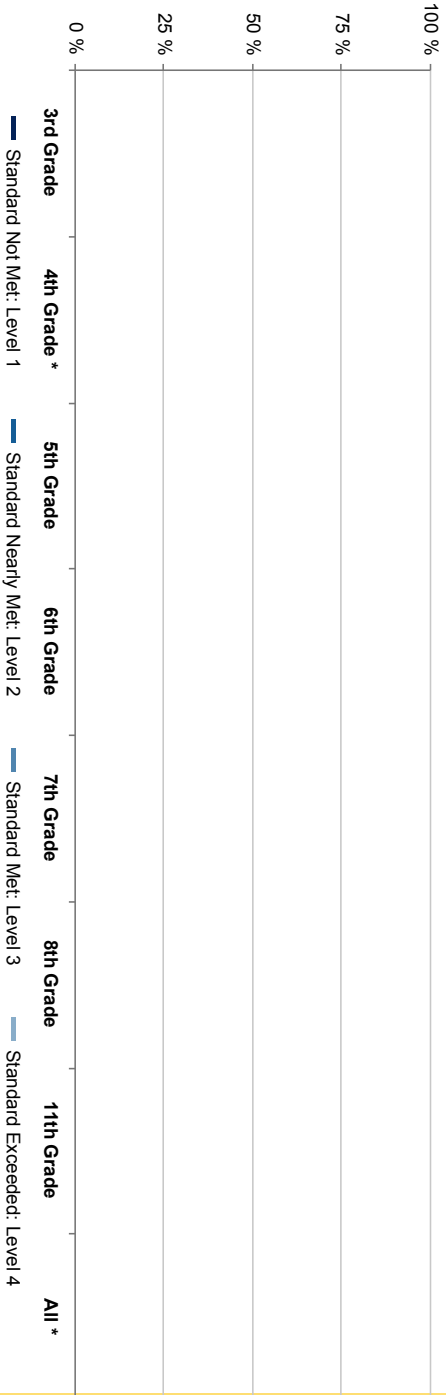
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26 %	22 %	*	44 %	N/A	N/A	N/A	31 %
At or Near Standard 	47 %	78 %	*	50 %	N/A	N/A	N/A	57 %
Below Standard 	26 %	0 %	*	6 %	N/A	N/A	N/A	12 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽¹⁾	N/A	28	N/A	N/A	N/A	N/A	N/A	91
Number of Students Tested ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Number of Students With Scores ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	*	N/A	N/A	N/A	N/A	N/A	*

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*
	At or Near Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*
	Below Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	*

Research/Inquiry: Investigating, analyzing, and presenting information

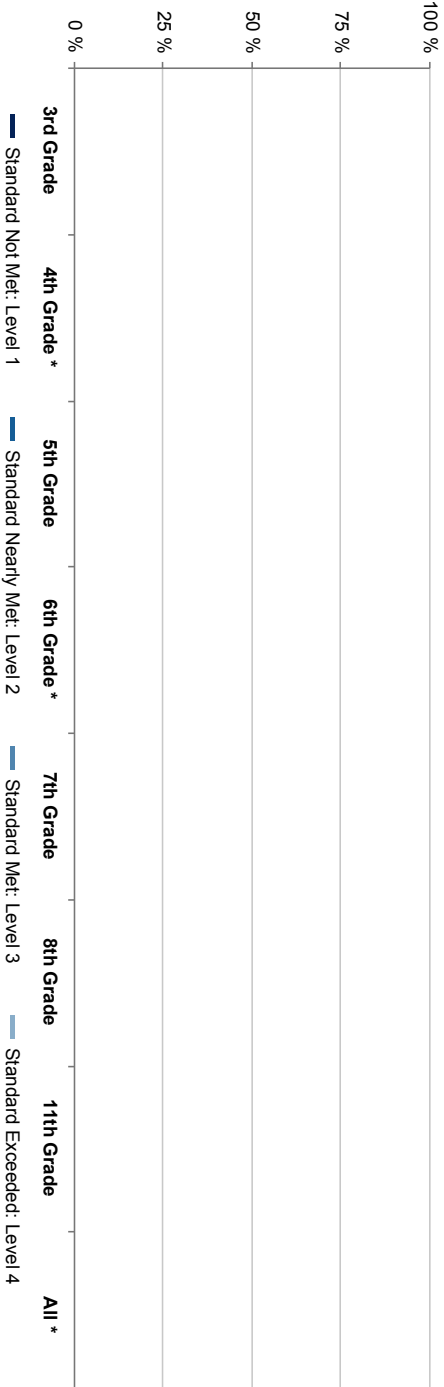
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
	At or Near Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*
	Below Standard ⁽¹⁾	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Asian

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	28	N/A	N/A	23	N/A	N/A	91
Number of Students Tested	N/A	2	N/A	N/A	2	N/A	N/A	4
Number of Students With Scores	N/A	2	N/A	N/A	2	N/A	N/A	4
Mean Scale Score	N/A	*	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Met: Level 3	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Nearly Met: Level 2	N/A	*	N/A	N/A	*	N/A	N/A	*
Standard Not Met: Level 1	N/A	*	N/A	N/A	*	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

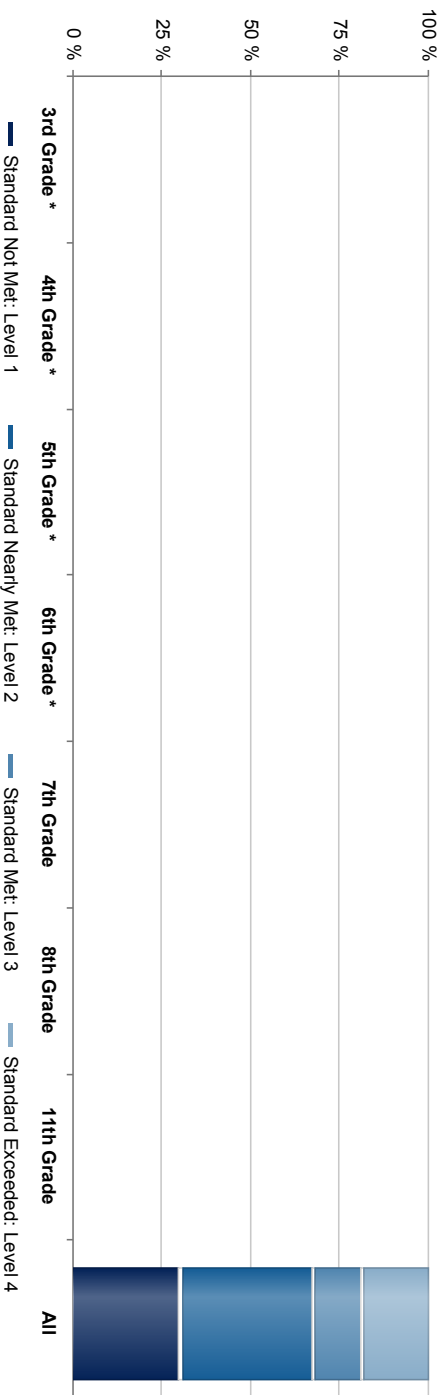
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	*	N/A	N/A	N/A	*

Below Standard ⓘ	N/A	*	N/A	*	N/A	N/A	N/A	*
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[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino





Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested ⓘ	4	3	5	4	N/A	N/A	N/A	16
Number of Students With Scores ⓘ	4	3	5	4	N/A	N/A	N/A	16




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	*	*	*	*	N/A	N/A	N/A	19 %
Standard Met: Level 3 	*	*	*	*	N/A	N/A	N/A	13 %
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	38 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	31 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	N/A	N/A	N/A	25 %
 At or Near Standard	*	*	*	*	N/A	N/A	N/A	31 %
 Below Standard	*	*	*	*	N/A	N/A	N/A	44 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	N/A	N/A	N/A	13 %
 At or Near Standard								

	*	*	*	*	*	N/A	N/A	N/A	N/A	63 %
Below Standard 	*	*	*	*	*	N/A	N/A	N/A	N/A	25 %

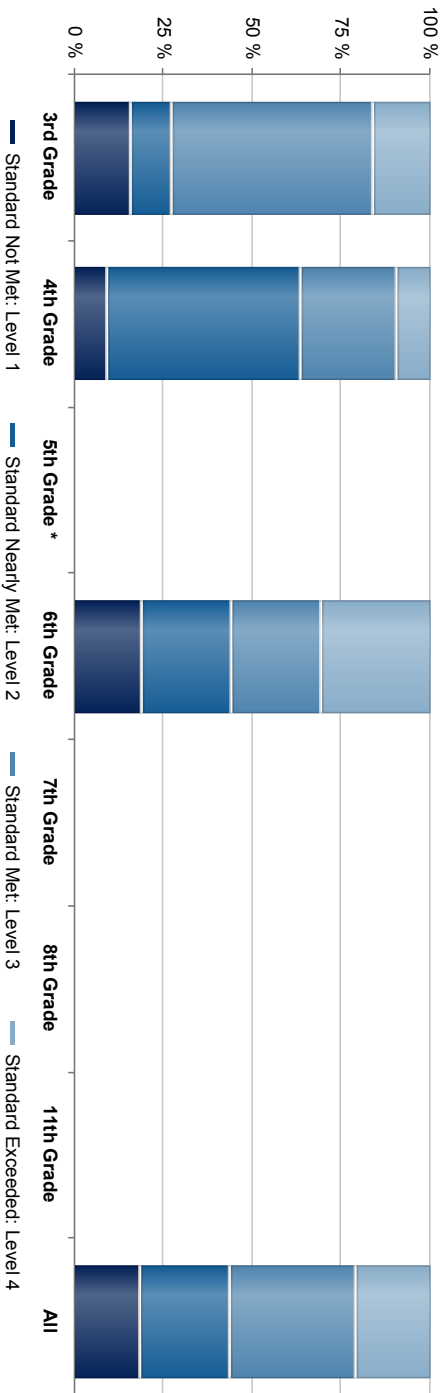
COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	19 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	31 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors




Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	19	11	7	16	N/A	N/A	N/A	53
Number of Students With Scores	19	11	7	16	N/A	N/A	N/A	53
Mean Scale Score	2452.0	2458.7	*	2561.8	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	16 %	9 %	*	31 %	N/A	N/A	N/A	21 %
Standard Met: Level 3	58 %	27 %	*	25 %	N/A	N/A	N/A	36 %
Standard Nearly Met: Level 2	11 %	55 %	*	25 %	N/A	N/A	N/A	25 %
Standard Not Met: Level 1	16 %	9 %	*	19 %	N/A	N/A	N/A	19 %




[Mathematics Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	68 %	18 %	*	38 %	N/A	N/A	N/A	43 %
At or Near Standard 	11 %	45 %	*	38 %	N/A	N/A	N/A	28 %
Below Standard 	21 %	36 %	*	25 %	N/A	N/A	N/A	28 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	58 %	27 %	*	25 %	N/A	N/A	N/A	36 %
At or Near Standard 	21 %	45 %	*	69 %	N/A	N/A	N/A	45 %
Below Standard 	21 %	27 %	*	6 %	N/A	N/A	N/A	19 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

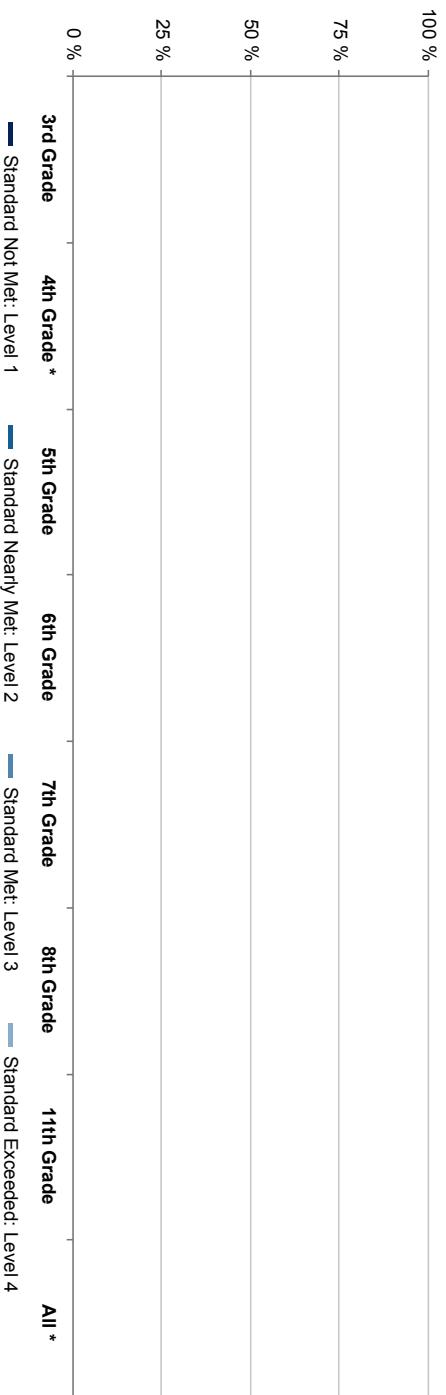
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	16 %	9 %	*	25 %	N/A	N/A	N/A	19 %
At or Near Standard 	63 %	55 %	*	50 %	N/A	N/A	N/A	55 %

Below Standard ⁽¹⁾	21 %	36 %	*	25 %	N/A	N/A	N/A	26 %
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[Mathematics Area Achievement Level Descriptors](#)

Two or more races.





Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⁽¹⁾	N/A	28	N/A	N/A	N/A	N/A	N/A	91
Number of Students Tested ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1
Number of Students With Scores ⁽¹⁾	N/A	1	N/A	N/A	N/A	N/A	N/A	1

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
 At or Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
 Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
 At or Near Standard								

	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
At or Near Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

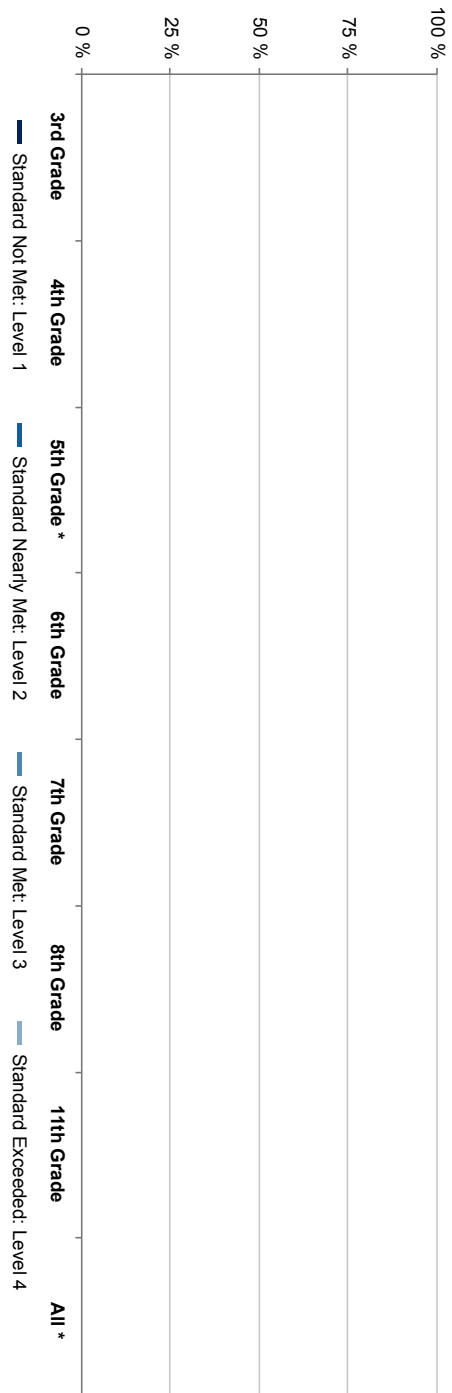
Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students Tested ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
# of Students With Scores ¹	N/A	N/A	1	N/A	N/A	N/A	N/A	1
Mean Scale Score	N/A	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ⁽¹⁾	N/A	N/A	*	N/A	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

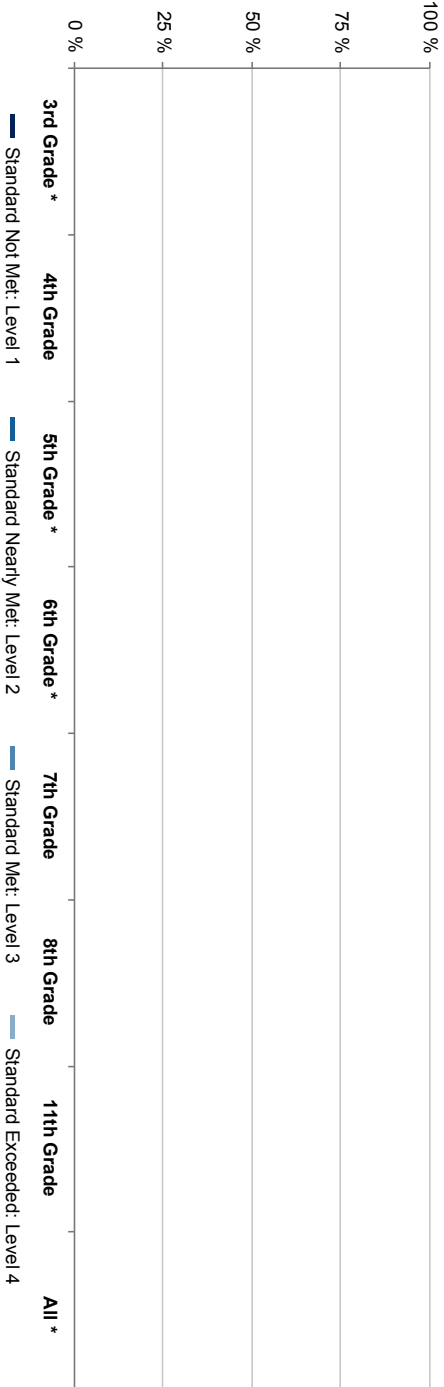
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	3	N/A	N/A	2	1	N/A	N/A	N/A	6
# of Students Tested	3	N/A	N/A	2	1	N/A	N/A	N/A	6
# of Students With Scores	3	N/A	N/A	2	1	N/A	N/A	N/A	6
Mean Scale Score	*	N/A	N/A	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Met: Level 3	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	N/A	N/A	*	*	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	N/A	N/A	*	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹								

	*	N/A	*	*	N/A	N/A	N/A	N/A	*
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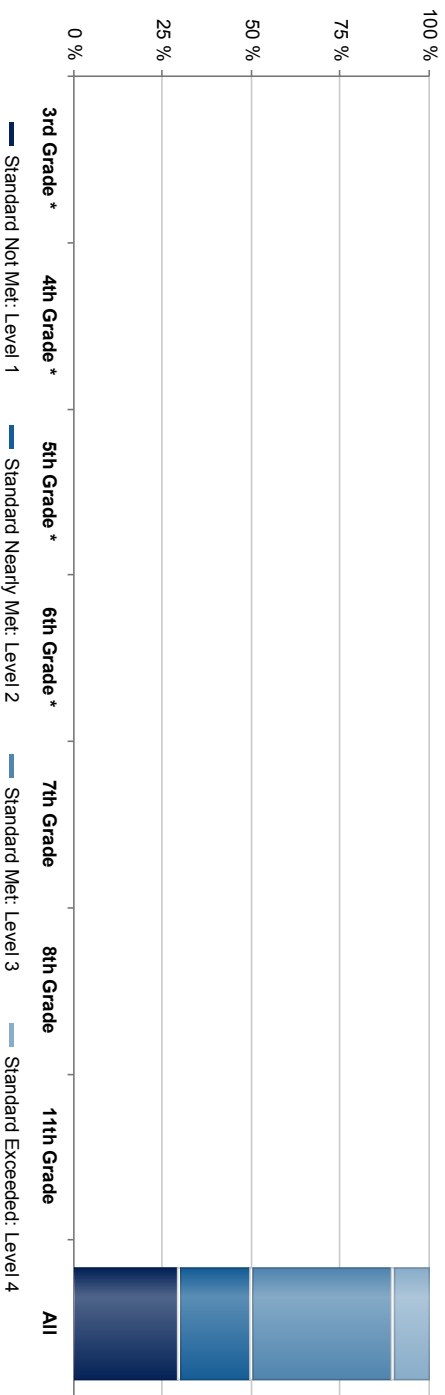
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Near Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*
Below Standard ¹	*	N/A	*	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	5	2	3	1	N/A	N/A	N/A	11
# of Students Tested ⁽¹⁾	5	2	3	1	N/A	N/A	N/A	11
# of Students With Scores ⁽¹⁾	5	1	3	1	N/A	N/A	N/A	10
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	10 %
Standard Met: Level 3 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	40 %
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	20 %
Standard Not Met: Level 1 ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	20 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	70 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	20 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

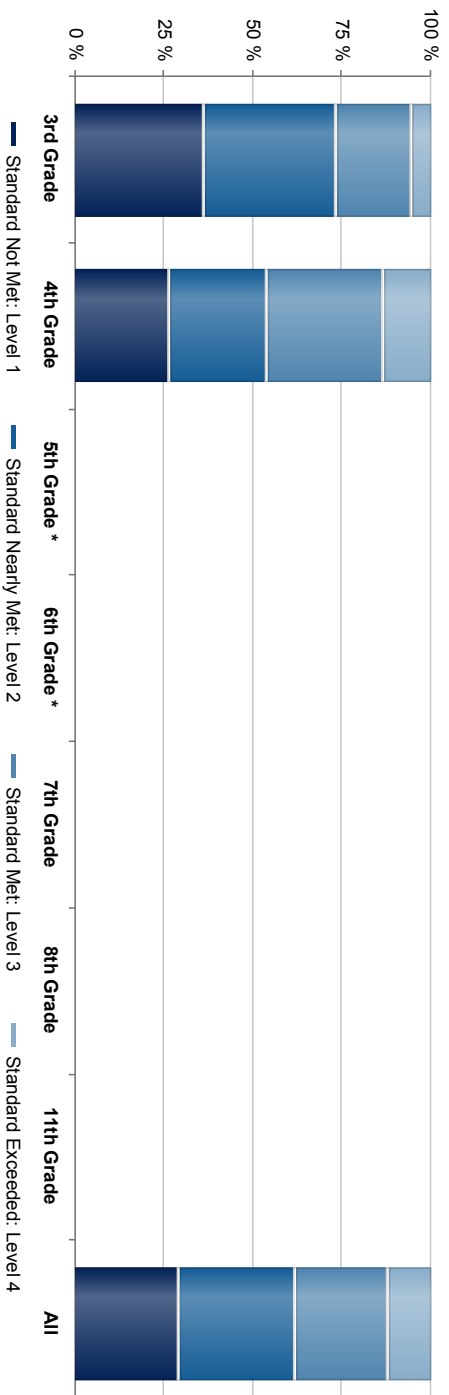
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	30 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	40 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	19	15	7	3	N/A	N/A	N/A	44
# of Students Tested ¹	19	15	6	3	N/A	N/A	N/A	43
# of Students With Scores ¹	19	15	6	3	N/A	N/A	N/A	43
Mean Scale Score	2395.2	2470.3	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	5 %	13 %	*	*	N/A	N/A	N/A	12 %
Standard Met: Level 3 ¹	21 %	33 %	*	*	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2 ¹	37 %	27 %	*	*	N/A	N/A	N/A	33 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 ⁽¹⁾	37 %	27 %	*	*	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	11 %	13 %	*	*	N/A	N/A	N/A	16 %
Near Standard ⁽¹⁾	37 %	67 %	*	*	N/A	N/A	N/A	47 %
Below Standard ⁽¹⁾	53 %	20 %	*	*	N/A	N/A	N/A	37 %

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	11 %	13 %	*	*	N/A	N/A	N/A	14 %
Near Standard ⁽¹⁾	53 %	67 %	*	*	N/A	N/A	N/A	51 %
Below Standard ⁽¹⁾	37 %	20 %	*	*	N/A	N/A	N/A	35 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ¹	11 %	27 %	*	*	N/A	N/A	N/A	16 %
	Near Standard ¹	79 %	67 %	*	*	N/A	N/A	N/A	72 %
	Below Standard ¹	11 %	7 %	*	*	N/A	N/A	N/A	12 %

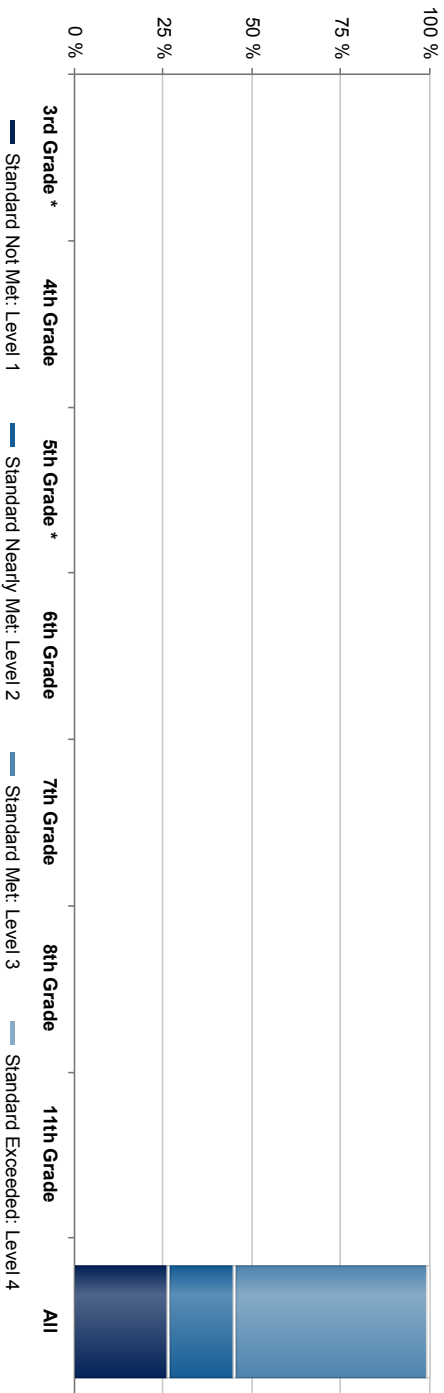
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	5 %	13 %	*	*	N/A	N/A	N/A	19 %
	Near Standard ¹	47 %	80 %	*	*	N/A	N/A	N/A	56 %
	Below Standard ¹	47 %	7 %	*	*	N/A	N/A	N/A	26 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students Tested ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students With Scores ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
Mean Scale Score	*	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	N/A	*	N/A	N/A	N/A	N/A	0 %
Standard Met: Level 3 ¹	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Standard Nearly Met: Level 2 ¹	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Standard Not Met: Level 1 ¹	*	N/A	*	N/A	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	73 %
Below Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	18 %

WRITING: How well do students communicate in writing?




Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	64 %
Below Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	27 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard ¹	*	N/A	*	N/A	N/A	N/A	N/A	64 %
Below Standard ¹								

	*	N/A	*	N/A	N/A	N/A	N/A	N/A	18 %
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RESEARCH/INQUIRY: How well can students find and present information about a topic?

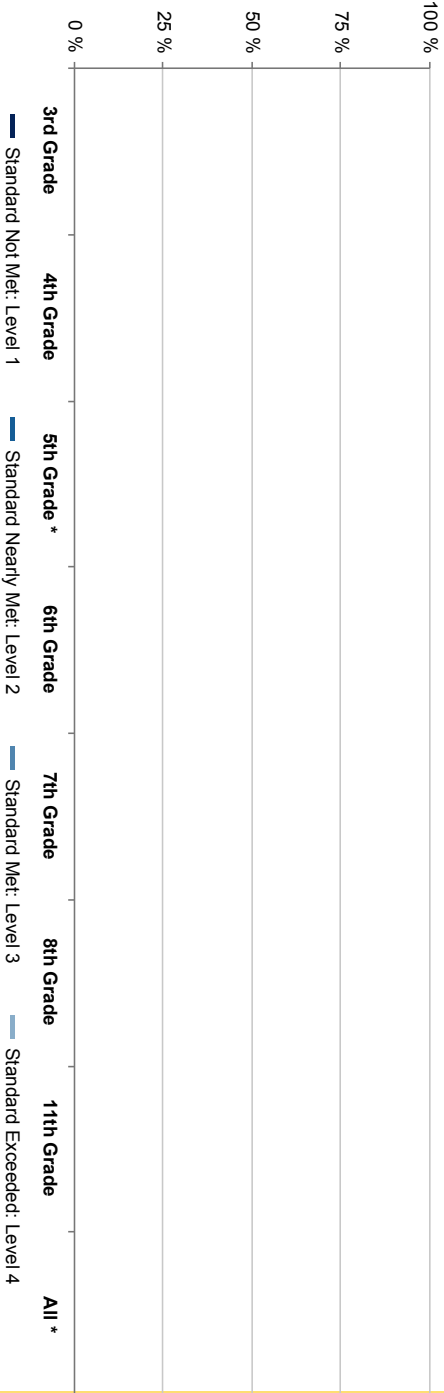
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Black or African American

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	1	N/A	N/A	N/A	1
# of Students Tested ⓘ	N/A	N/A	N/A	1	N/A	N/A	N/A	1
# of Students With Scores ⓘ	N/A	N/A	N/A	1	N/A	N/A	N/A	1
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

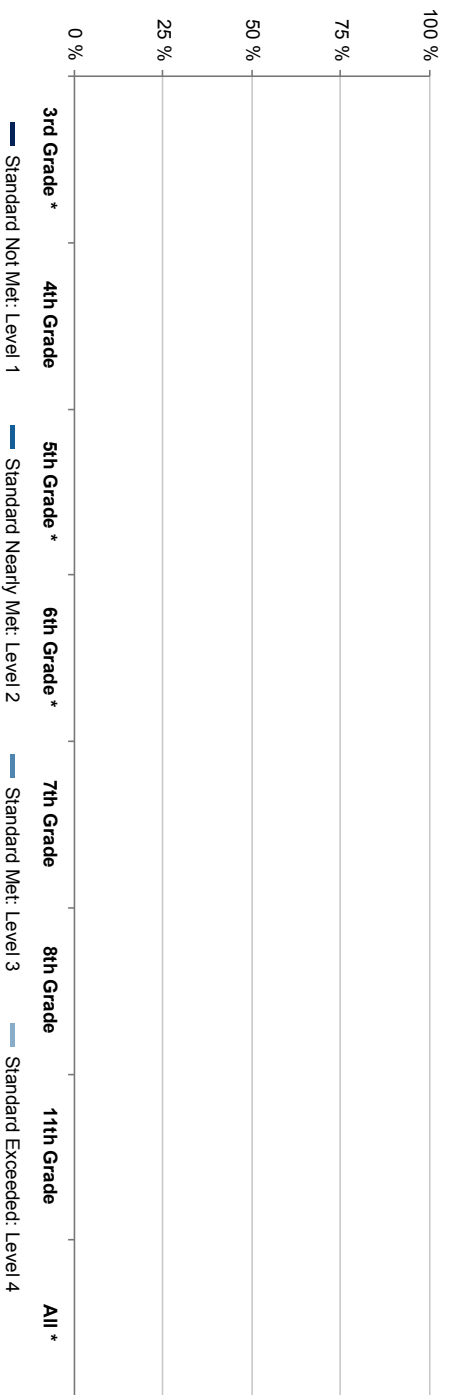
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Near Standard ¹								

	N/A	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	3	N/A	2	1	N/A	N/A	N/A	6
# of Students Tested ¹	3	N/A	2	1	N/A	N/A	N/A	6




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	3	N/A	2	1	N/A	N/A	N/A	6
Mean Scale Score	*	N/A	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
 Near Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*
 Below Standard ⁽¹⁾	*	N/A	*	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	Above Standard		Near Standard		Below Standard	
	*	N/A	*	N/A	*	N/A
	*	N/A	*	N/A	*	N/A
	*	N/A	*	N/A	*	N/A
	*	N/A	*	N/A	*	N/A

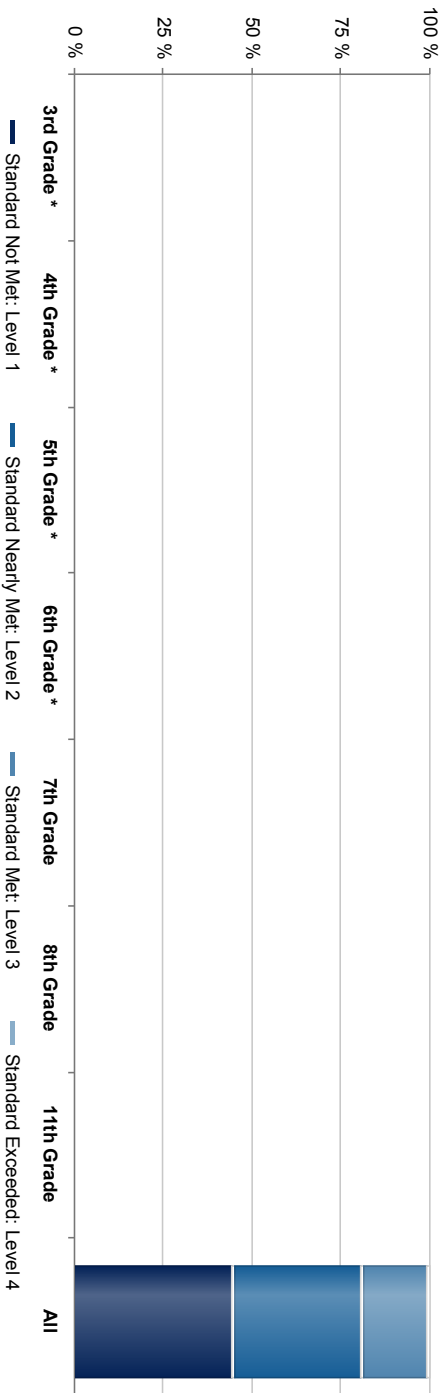
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
		Above Standard	*	N/A	*	*	N/A	N/A	N/A
	Near Standard	*	N/A	*	*	N/A	N/A	N/A	*
	Below Standard	*	N/A	*	*	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	5	2	3	1	N/A	N/A	N/A	11
# of Students Tested	5	2	3	1	N/A	N/A	N/A	11
# of Students With Scores	5	2	3	1	N/A	N/A	N/A	11
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	18 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	36 %
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	45 %

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	18 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	9 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	73 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	36 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	55 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

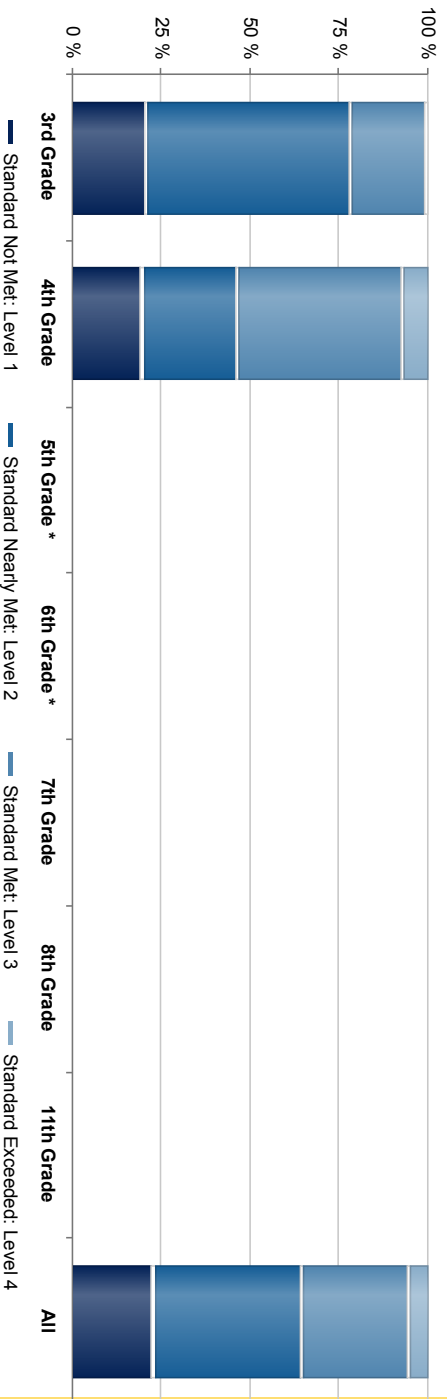
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	9 %
Near Standard 								

	*	*	*	*	N/A	N/A	N/A	N/A	45 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	N/A	45 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	19	15	7	3	N/A	N/A	N/A	44
# of Students Tested ¹	19	15	6	3	N/A	N/A	N/A	43




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	19	15	6	3	N/A	N/A	N/A	43
Mean Scale Score	2396.9	2459.8	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	0 %	7 %	*	*	N/A	N/A	N/A	5 %
Standard Met: Level 3 ⁽¹⁾	21 %	47 %	*	*	N/A	N/A	N/A	30 %
Standard Nearly Met: Level 2 ⁽¹⁾	58 %	27 %	*	*	N/A	N/A	N/A	42 %
Standard Not Met: Level 1 ⁽¹⁾	21 %	20 %	*	*	N/A	N/A	N/A	23 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	5 %	13 %	*	*	N/A	N/A	N/A	9 %
 Near Standard ⁽¹⁾	42 %	53 %	*	*	N/A	N/A	N/A	49 %
 Below Standard ⁽¹⁾	53 %	33 %	*	*	N/A	N/A	N/A	42 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	Above Standard ⁽ⁱ⁾		Near Standard ⁽ⁱ⁾		Below Standard ⁽ⁱ⁾	
	0 %	7 %	68 %	67 %	32 %	27 %
	*	*	*	*	*	*
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A
	5 %		63 %		33 %	

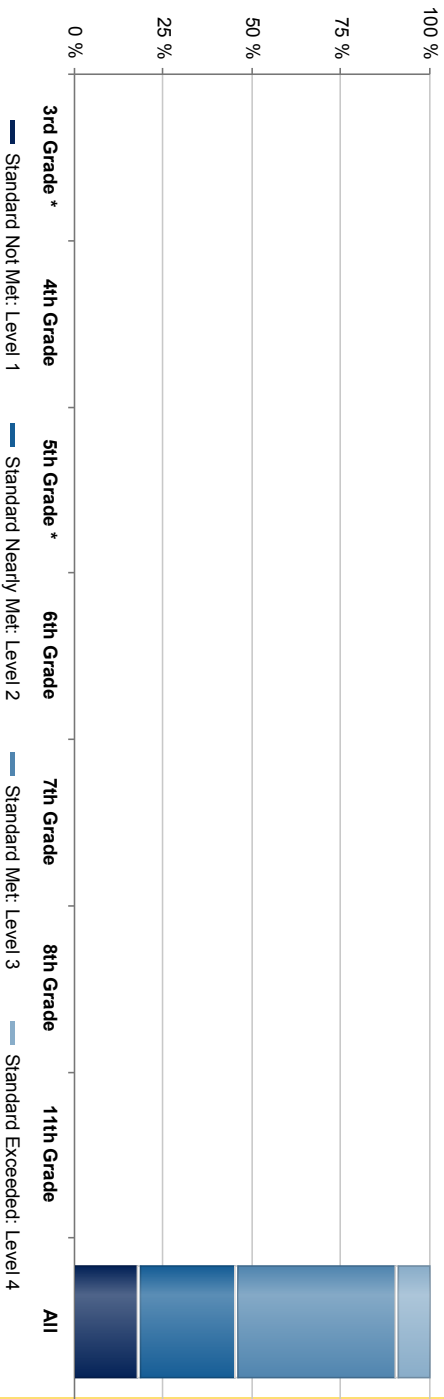
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁽ⁱ⁾	0 %	20 %	*	*	N/A	N/A	N/A	N/A
Near Standard ⁽ⁱ⁾	89 %	47 %	*	*	N/A	N/A	N/A	N/A	63 %
Below Standard ⁽ⁱ⁾	11 %	33 %	*	*	N/A	N/A	N/A	N/A	26 %

[Mathematics Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students Tested ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
# of Students With Scores ¹	7	N/A	4	N/A	N/A	N/A	N/A	11
Mean Scale Score	*	N/A	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	N/A	*	N/A	N/A	N/A	N/A	9%
Standard Met: Level 3 ¹	*	N/A	*	N/A	N/A	N/A	N/A	45%
Standard Nearly Met: Level 2 ¹	*	N/A	*	N/A	N/A	N/A	N/A	27%
Standard Not Met: Level 1 ¹	*	N/A	*	N/A	N/A	N/A	N/A	18%

[Mathematics Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	27 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	55 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	9 %
Near Standard 	*	N/A	*	N/A	N/A	N/A	N/A	73 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	N/A	*	N/A	N/A	N/A	N/A	18 %
Near Standard 								

	*	N/A	*	N/A	N/A	N/A	N/A	N/A	45 %
Below Standard 	*	N/A	*	N/A	N/A	N/A	N/A	N/A	36 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

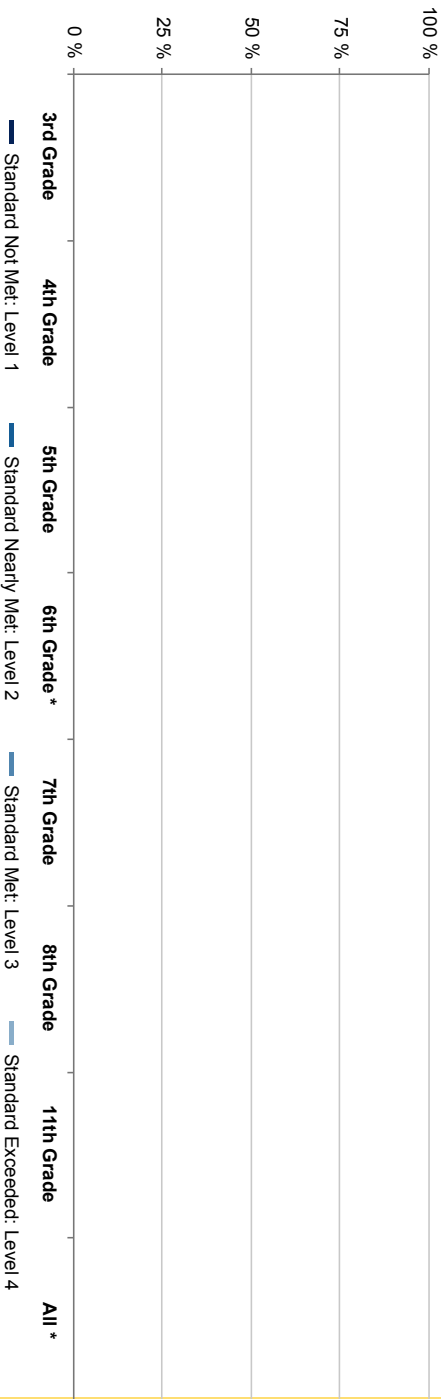
Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
# of Students Tested ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
# of Students With Scores ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

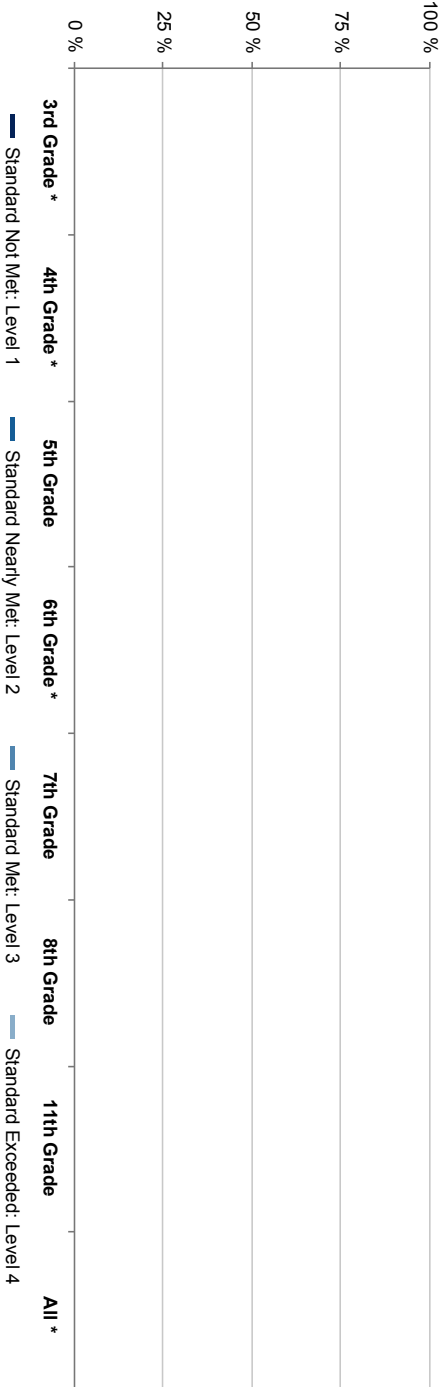
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard 	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
# of Students Tested ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
# of Students With Scores ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
Mean Scale Score	*	*	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
Standard Met: Level 3 ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
Standard Nearly Met: Level 2 ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A
Standard Not Met: Level 1 ⓘ	*	*	N/A	N/A	*	N/A	N/A	N/A

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³	*	*	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³	*	*	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³								

	*	*	N/A	*	N/A	N/A	N/A	N/A	*
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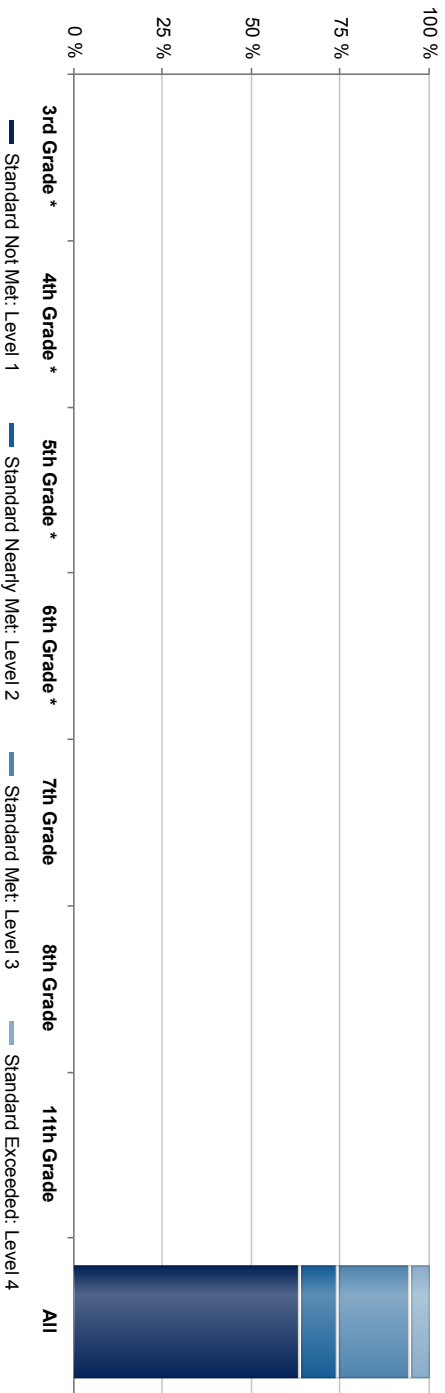
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)








Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled 	*	*	*	*	N/A	N/A	N/A	20
# of Students Tested 	*	*	*	*	N/A	N/A	N/A	20
# of Students With Scores 	*	*	*	*	N/A	N/A	N/A	20
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	*	*	*	*	N/A	N/A	N/A	5.00 %
Standard Met: Level 3 	*	*	*	*	N/A	N/A	N/A	20.00 %
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	10.00 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	65.00 %

[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	5.00 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	35.00 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	60.00 %



WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	0.00 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	45.00 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	55.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	5.00 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	45.00 %

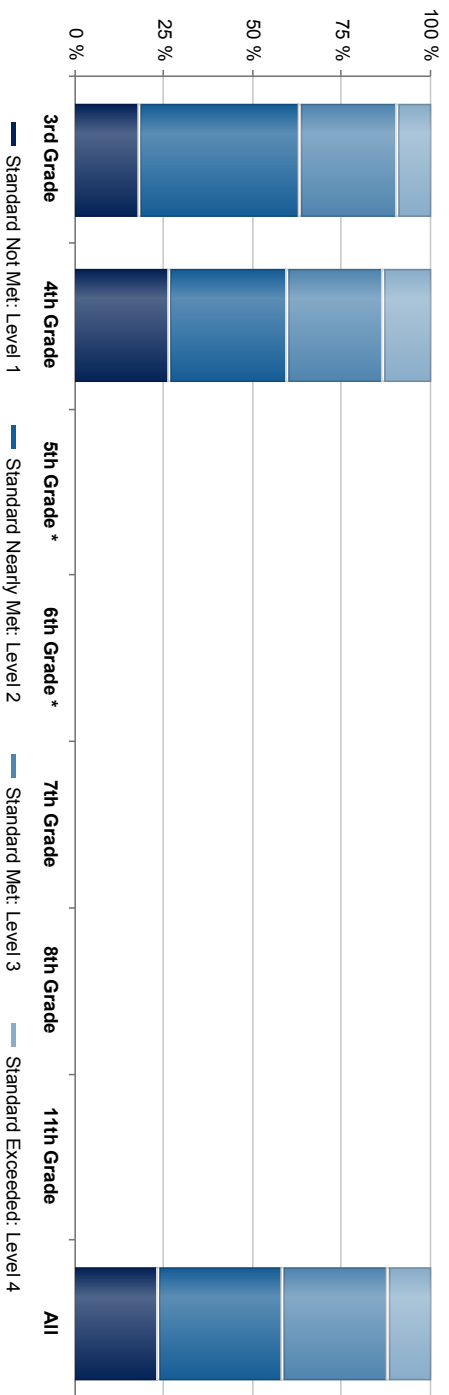
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	15.00 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	35.00 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	50.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	11	16	*	*	N/A	N/A	N/A	36
# of Students Tested ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
# of Students With Scores ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
Mean Scale Score	2423.9	2454.5	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	9.09 %	13.33 %	*	*	N/A	N/A	N/A	11.76 %
Standard Met: Level 3 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	29.41 %
Standard Nearly Met: Level 2 ⁽¹⁾	45.45 %	33.33 %	*	*	N/A	N/A	N/A	35.29 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1 ⁽¹⁾	18.18 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	0.00 %	20.00 %	*	*	N/A	N/A	N/A	14.71 %
Near Standard ⁽¹⁾	72.73 %	66.67 %	*	*	N/A	N/A	N/A	67.65 %
Below Standard ⁽¹⁾	27.27 %	13.33 %	*	*	N/A	N/A	N/A	17.65 %

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	9.09 %	6.67 %	*	*	N/A	N/A	N/A	11.76 %
Near Standard ⁽¹⁾	72.73 %	66.67 %	*	*	N/A	N/A	N/A	67.65 %
Below Standard ⁽¹⁾	18.18 %	26.67 %	*	*	N/A	N/A	N/A	20.59 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard ¹	18.18 %	0.00 %	*	*	N/A	N/A	N/A	N/A	8.82 %
	Near Standard ¹	81.82 %	80.00 %	*	*	N/A	N/A	N/A	N/A	79.41 %
	Below Standard ¹	0.00 %	20.00 %	*	*	N/A	N/A	N/A	N/A	11.76 %

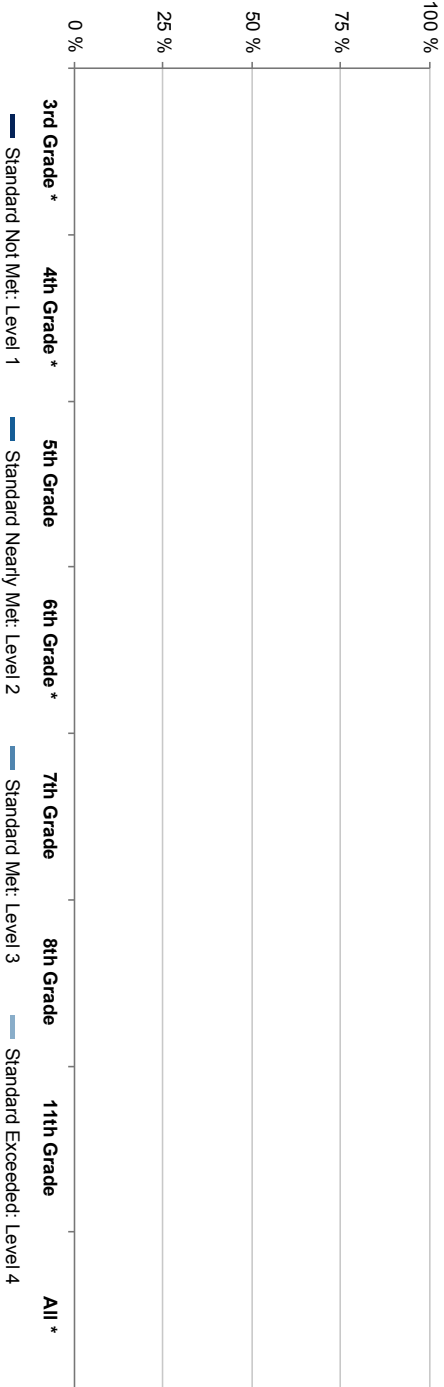
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	9.09 %	26.67 %	*	*	N/A	N/A	N/A	20.59 %
	Near Standard ¹	72.73 %	46.67 %	*	*	N/A	N/A	N/A	55.88 %
	Below Standard ¹	18.18 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	*	*	*	*	*	*
# of Students Tested ⓘ	*	*	*	*	*	*	*	*
# of Students With Scores ⓘ	*	*	*	*	*	*	*	*
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	*	*	*
Standard Met: Level 3 ⓘ	*	*	*	*	*	*	*	*
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	*	*	*
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	*	*	*

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³	*	*	N/A	*	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³	*	*	N/A	*	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ²	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ³								

	*	*	N/A	*	N/A	N/A	N/A	*
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RESEARCH/INQUIRY: How well can students find and present information about a topic?

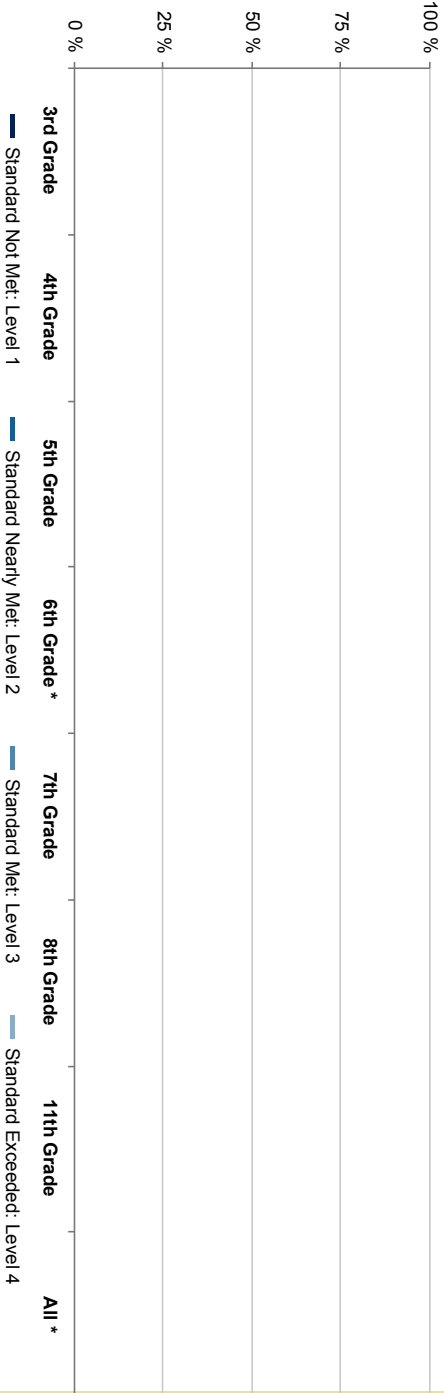
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard 	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	*	*	N/A	*	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Black or African American

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Mean Scale Score	N/A	N/A	N/A	N/A	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	*	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

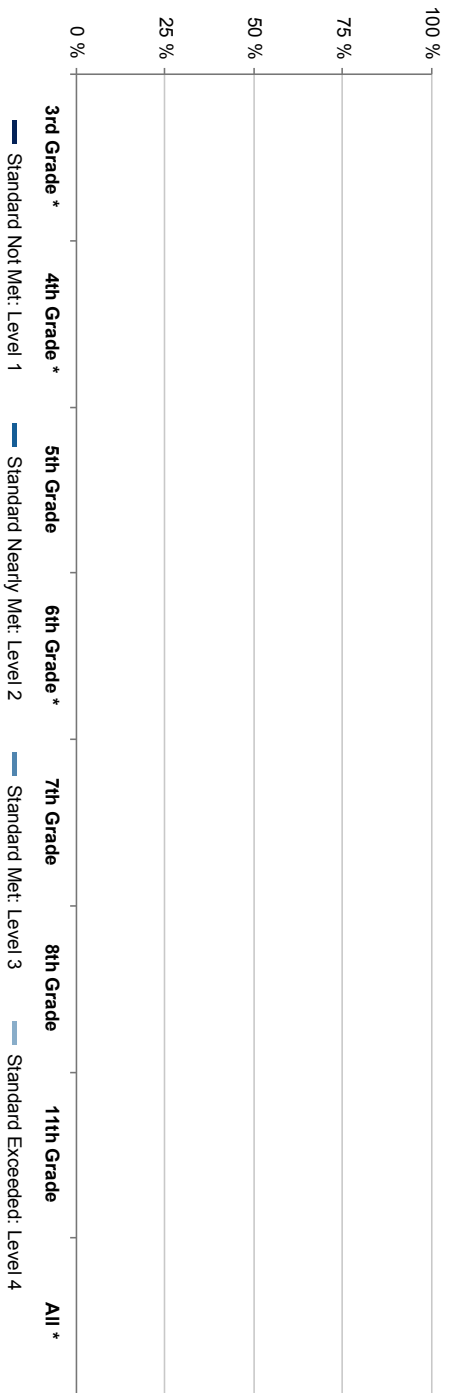
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Near Standard ¹								

	N/A	N/A	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	N/A	N/A	N/A	*	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	N/A	*	N/A	N/A	N/A	*
# of Students Tested ¹	*	*	N/A	*	N/A	N/A	N/A	*

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
 Near Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*
 Below Standard ⁽¹⁾	*	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	Above Standard	*	*	N/A	*	N/A	N/A	N/A	*
	Near Standard	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard	*	*	N/A	*	N/A	N/A	N/A	*	

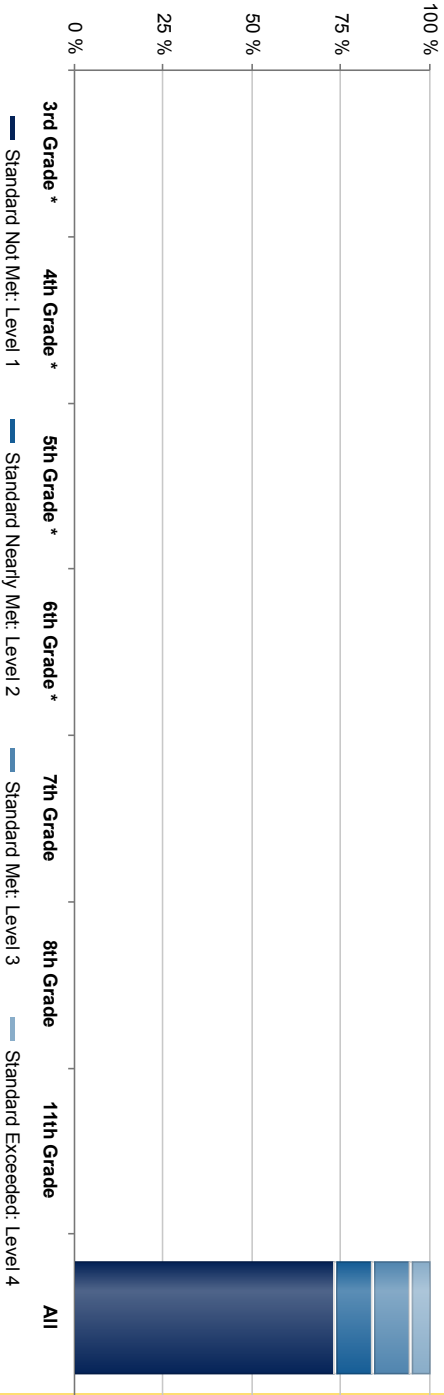
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	N/A	*	N/A	N/A	N/A	N/A
Near Standard	*	*	N/A	*	N/A	N/A	N/A	N/A	*
Below Standard	*	*	N/A	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	*	*	N/A	N/A	20
# of Students Tested ¹	*	*	*	*	*	N/A	N/A	20
# of Students With Scores ¹	*	*	*	*	*	N/A	N/A	20
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	*	*	N/A	N/A	5.00 %
Standard Met: Level 3 ¹	*	*	*	*	*	N/A	N/A	10.00 %
Standard Nearly Met: Level 2 ¹	*	*	*	*	*	N/A	N/A	10.00 %
Standard Not Met: Level 1 ¹	*	*	*	*	*	N/A	N/A	5.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	10.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	85.00 %	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	5.00 %
	Near Standard ¹	*	*	*	*	N/A	N/A	N/A	30.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	65.00 %	

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

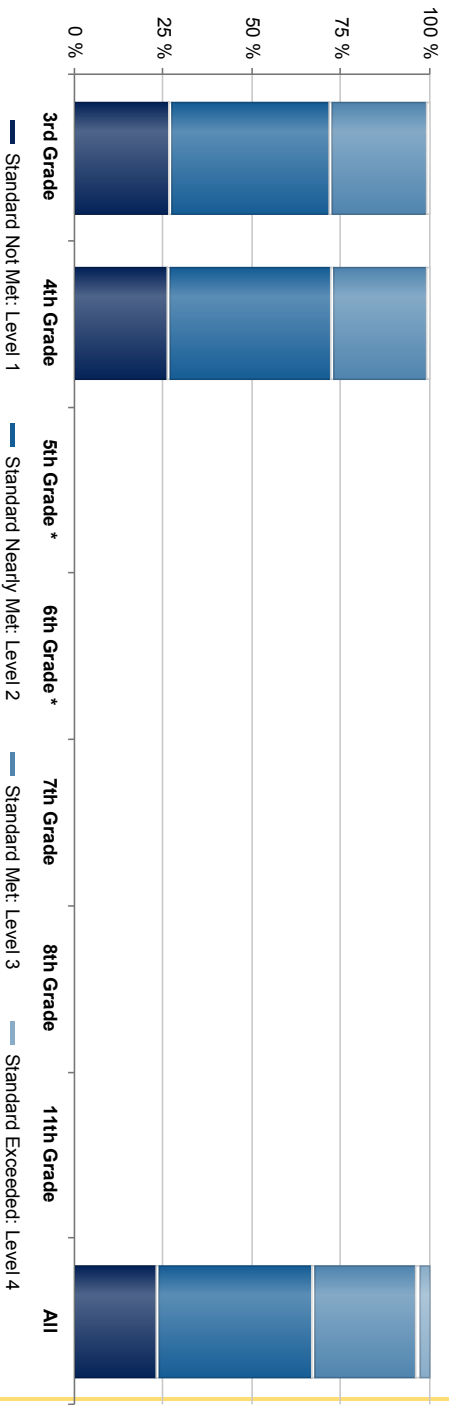
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ¹	*	*	*	*	N/A	N/A	N/A	10.00 %
	Near Standard ¹								

	*	*	*	*	N/A	N/A	N/A	N/A	40.00 %
Below Standard ¹	*	*	*	*	N/A	N/A	N/A	N/A	50.00 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	11	16	*	*	*	N/A	N/A	36
# of Students Tested ¹	11	15	*	*	*	N/A	N/A	34


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores ⁽¹⁾	11	15	*	*	N/A	N/A	N/A	34
Mean Scale Score	2396.8	2444.0	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	0.00 %	0.00 %	*	*	N/A	N/A	N/A	2.94 %
Standard Met: Level 3 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	29.41 %
Standard Nearly Met: Level 2 ⁽¹⁾	45.45 %	46.67 %	*	*	N/A	N/A	N/A	44.12 %
Standard Not Met: Level 1 ⁽¹⁾	27.27 %	26.67 %	*	*	N/A	N/A	N/A	23.53 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ⁽¹⁾	0.00 %	6.67 %	*	*	N/A	N/A	N/A	8.82 %
Near Standard ⁽¹⁾	54.55 %	40.00 %	*	*	N/A	N/A	N/A	50.00 %
Below Standard ⁽¹⁾	45.45 %	53.33 %	*	*	N/A	N/A	N/A	41.18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

$\frac{a}{d} = c$	Above Standard ⁽ⁱ⁾	0.00 %	0.00 %	*	*	N/A	N/A	N/A	N/A	8.82 %
	Near Standard ⁽ⁱ⁾	81.82 %	66.67 %	*	*	N/A	N/A	N/A	N/A	67.65 %
Below Standard ⁽ⁱ⁾	18.18 %	33.33 %	*	*	N/A	N/A	N/A	N/A	23.53 %	

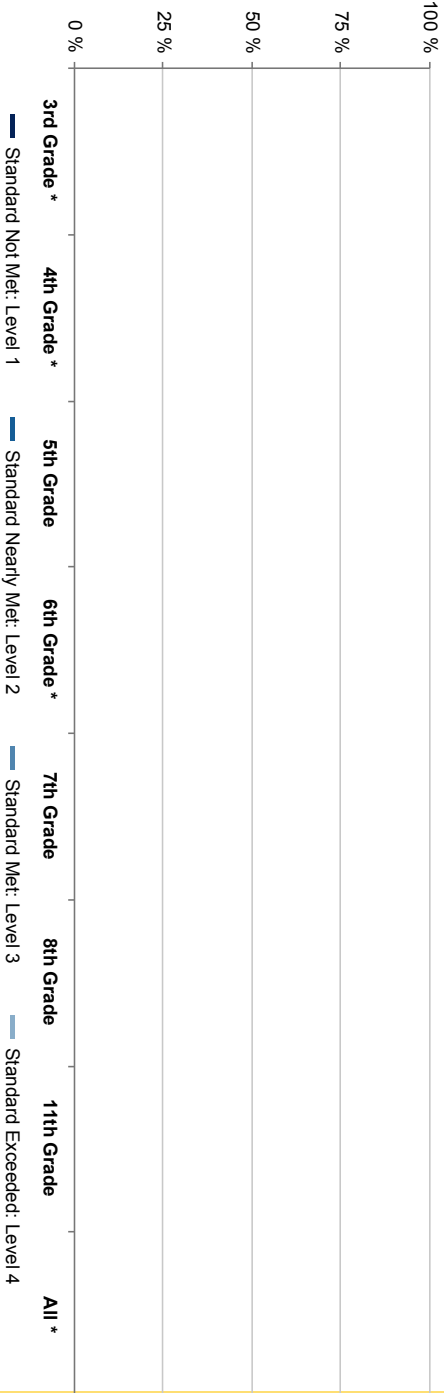
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⁽ⁱ⁾	9.09 %	13.33 %	*	*	N/A	N/A	N/A	N/A
Near Standard ⁽ⁱ⁾	63.64 %	66.67 %	*	*	N/A	N/A	N/A	N/A	61.76 %
Below Standard ⁽ⁱ⁾	27.27 %	20.00 %	*	*	N/A	N/A	N/A	N/A	26.47 %

[Mathematics Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
# of Students Tested ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
# of Students With Scores ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Mean Scale Score	*	*	N/A	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Met: Level 3 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⓘ	*	*	N/A	*	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard ¹	*	*	N/A	*	N/A	N/A	N/A	*
Near Standard ¹								

	*	*	N/A	*	N/A	N/A	N/A	*
Below Standard 	*	*	N/A	*	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

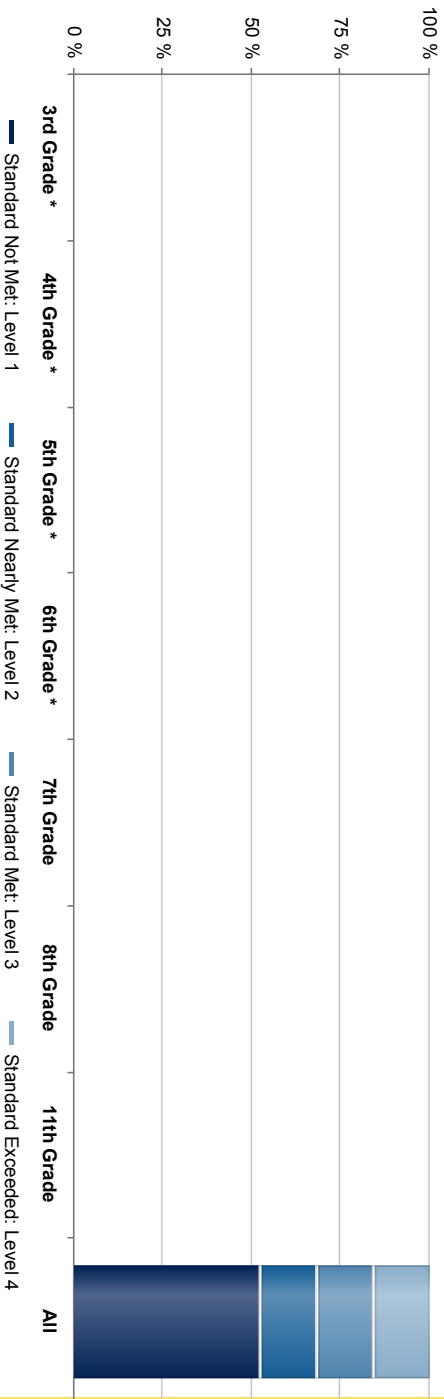
Smarter Balanced Results (2018)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Hispanic or Latino



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	27
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	15.38 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	15.38 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	15.38 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	53.85 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	19.23 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	23.08 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	57.69 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	26.92 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	65.38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	15.38 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %

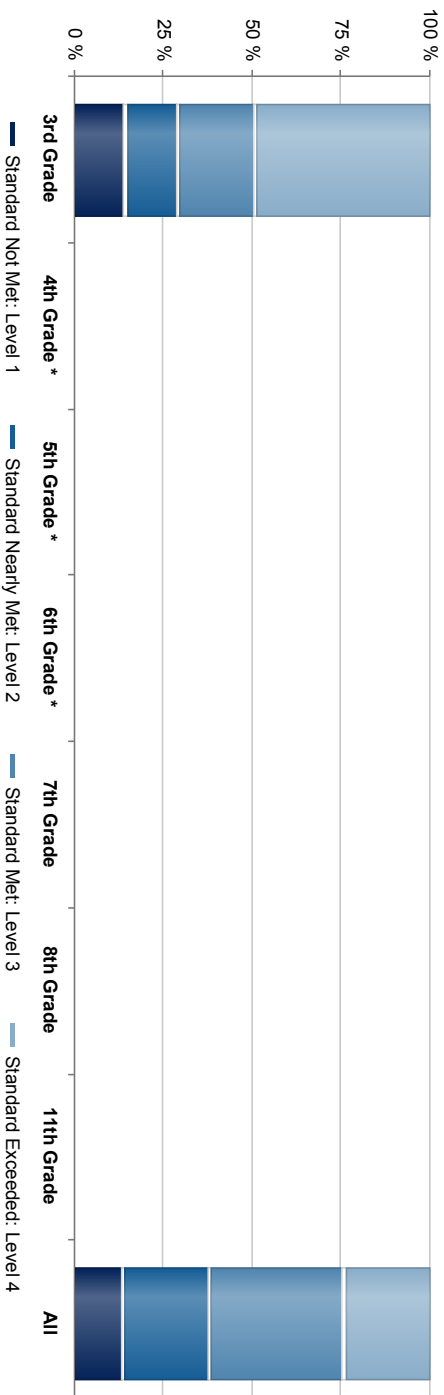
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	11.54 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	46.15 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	42.31 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	14	*	*	*	*	N/A	N/A	37
# of Students Tested ¹	14	*	*	*	*	N/A	N/A	37
# of Students With Scores ¹	14	*	*	*	*	N/A	N/A	37
Mean Scale Score	2461.3	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	50.00 %	*	*	*	*	N/A	N/A	24.32 %
Standard Met: Level 3 ¹	21.43 %	*	*	*	*	N/A	N/A	37.84 %
Standard Nearly Met: Level 2 ¹	14.29 %	*	*	*	*	N/A	N/A	24.32 %
Standard Not Met: Level 1 ¹	14.29 %	*	*	*	*	N/A	N/A	13.51 %

[English Language Arts/Literacy Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	35.14 %
Near Standard ¹	42.86 %	*	*	*	N/A	N/A	N/A	51.35 %
Below Standard ¹	7.14 %	*	*	*	N/A	N/A	N/A	13.51 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	21.62 %
Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	59.46 %
Below Standard ¹	14.29 %	*	*	*	N/A	N/A	N/A	18.92 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	24.32 %
Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	67.57 %
Below Standard ¹								

	14.29 %	*	*	*	N/A	N/A	N/A	N/A	8.11 %
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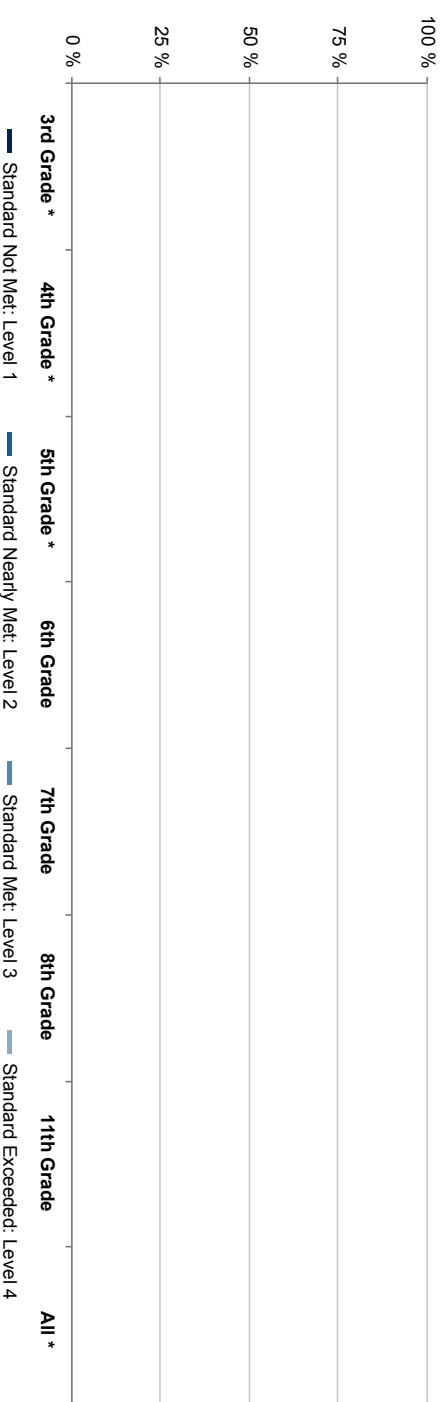
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	28.57 %	*	*	*	N/A	N/A	N/A	21.62 %
Near Standard ¹	42.86 %	*	*	*	N/A	N/A	N/A	67.57 %
Below Standard ¹	28.57 %	*	*	*	N/A	N/A	N/A	10.81 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Two or more races.

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	*	*	*	N/A	N/A	N/A	N/A	*
# of Students Tested ¹	*	*	*	N/A	N/A	N/A	N/A	*
# of Students With Scores ¹	*	*	*	N/A	N/A	N/A	N/A	*
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ¹	*	*	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ¹	*	*	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard ¹	*	*	*	N/A	N/A	N/A	N/A	*




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

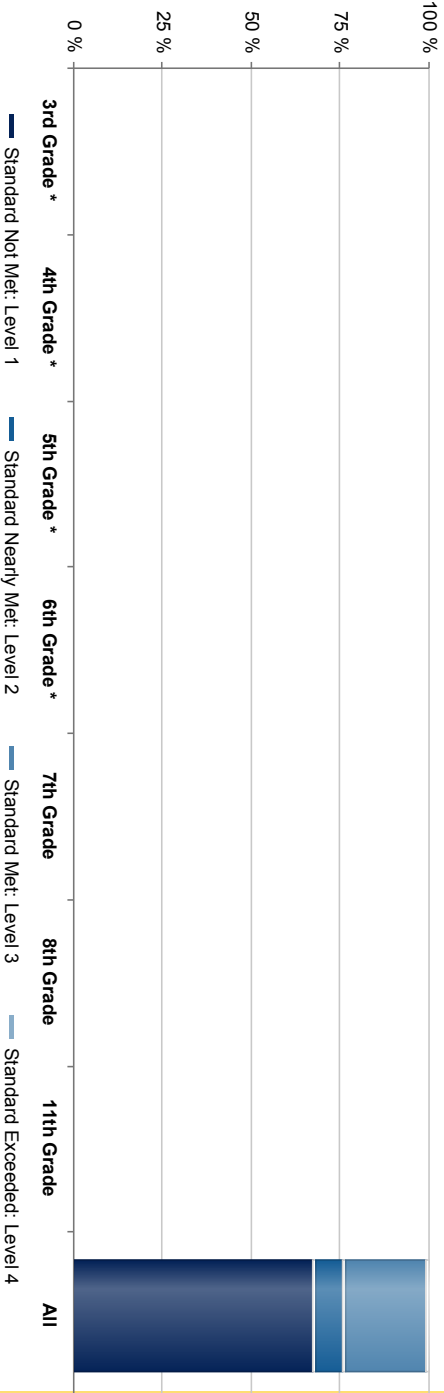
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Hispanic or Latino



Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	N/A	N/A	27
# of Students Tested	*	*	*	*	*	N/A	N/A	26
# of Students With Scores	*	*	*	*	*	N/A	N/A	26
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	23.08 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	7.69 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	69.23 %

[Mathematics Scale Score Ranges](#)



Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	3.85 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	19.23 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	76.92 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	7.69 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	30.77 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	61.54 %

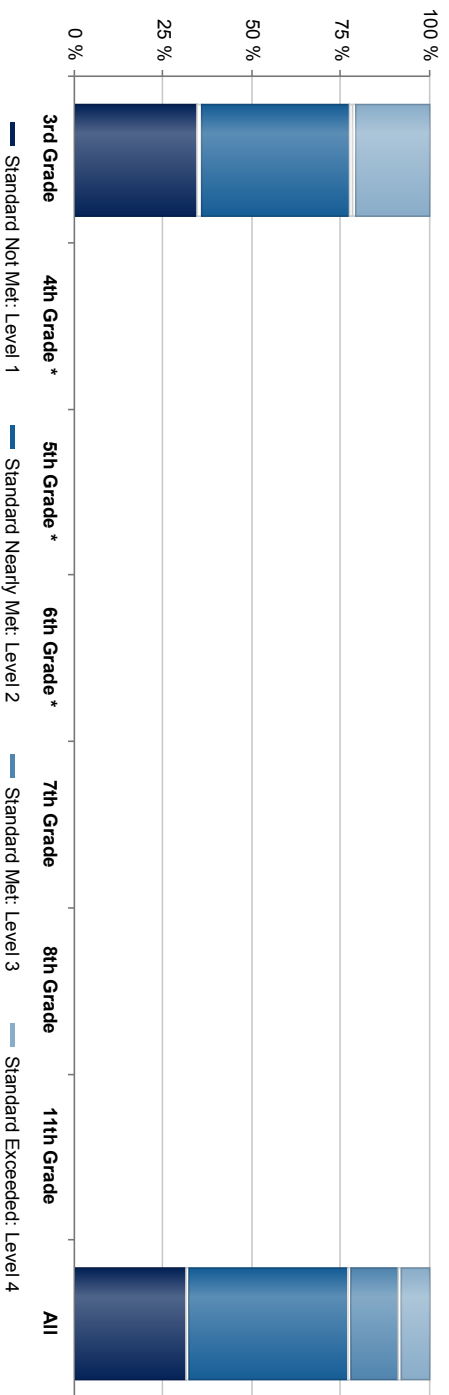
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	11.54 %
Near Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	30.77 %
Below Standard ⁽¹⁾	*	*	*	*	N/A	N/A	N/A	57.69 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	14	*	*	*	N/A	N/A	N/A	37
# of Students Tested ¹	14	*	*	*	N/A	N/A	N/A	37
# of Students With Scores ¹	14	*	*	*	N/A	N/A	N/A	37
Mean Scale Score	2395.9	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21.43 %	*	*	*	N/A	N/A	N/A	8.11 %
Standard Met: Level 3 ¹	0.00 %	*	*	*	N/A	N/A	N/A	13.51 %
Standard Nearly Met: Level 2 ¹	42.86 %	*	*	*	N/A	N/A	N/A	45.95 %
Standard Not Met: Level 1 ¹	35.71 %	*	*	*	N/A	N/A	N/A	32.43 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard ¹	14.29 %	*	*	*	N/A	N/A	N/A	13.51 %
 Near Standard ¹	50.00 %	*	*	*	N/A	N/A	N/A	27.03 %
 Below Standard ¹	35.71 %	*	*	*	N/A	N/A	N/A	59.46 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 		21.43 %	*	*	*	*	N/A	N/A	N/A
Near Standard 		35.71 %	*	*	*	*	N/A	N/A	N/A	51.35 %
Below Standard 		42.86 %	*	*	*	*	N/A	N/A	N/A	32.43 %

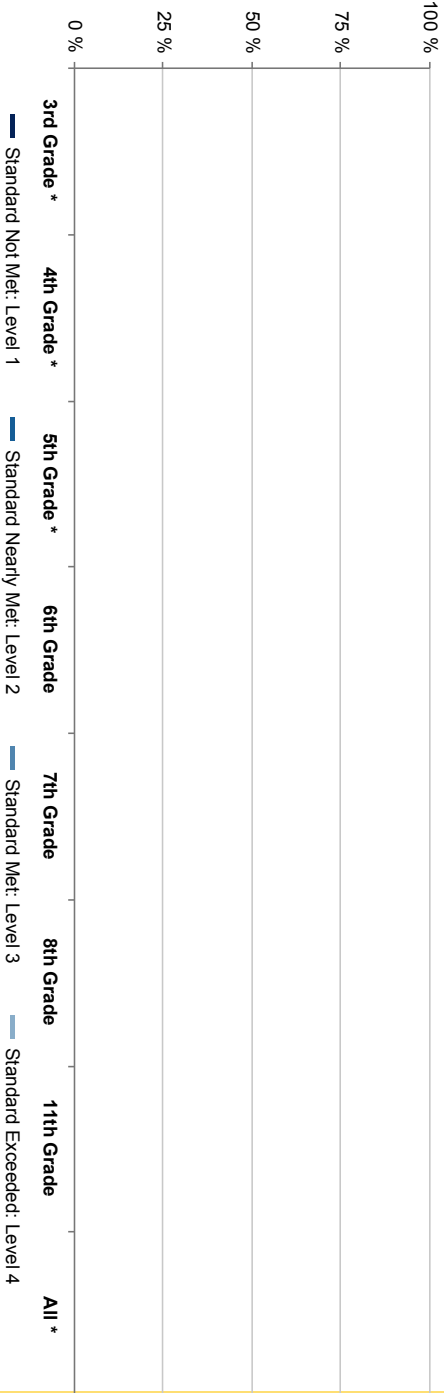
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 		7.14 %	*	*	*	*	N/A	N/A	N/A
Near Standard 		50.00 %	*	*	*	*	N/A	N/A	N/A	56.76 %
Below Standard 		42.86 %	*	*	*	*	N/A	N/A	N/A	35.14 %

[Mathematics Area Achievement Level Descriptors](#)

Two or more races

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
# of Students Tested ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
# of Students With Scores ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
Standard Met: Level 3 ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2 ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1 ⁽¹⁾	*	*	*	N/A	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*	

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*	

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	N/A	N/A	N/A	N/A	*
	Near Standard 								

	*	*	*	N/A	N/A	N/A	N/A	*
Below Standard 	*	*	*	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)



CDE Home » DataQuest » Report Results

Physical Fitness Test

Report:

California Department of Education
Statewide Assessment Division
Prepared: 11/5/2018 9:42:46 PM

State: [California](#)
County: [Sonoma](#)
District: [River Montessori Elementary Charter](#)
School: River Montessori Elementary Charter

2015-16 California Physical Fitness Report Overall - Summary of Results River Montessori Elementary Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - Health Risk
Aerobic Capacity	20	10	50.0	45.0	5.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Body Composition	20	14	70.0	10.0	20.0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0.0
Abdominal Strength	20	20	100.0	0.0	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Trunk Extension Strength	20	20	100.0	0.0	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Upper Body Strength	20	11	55.0	45.0	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A
Flexibility	20	14	70.0	30.0	N/A	0	0	0.0	0.0	N/A	0	0	0.0	0.0	N/A

¹ Includes partially tested students

² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Questions: High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

2015 Accountability Progress Reporting (APR)

2015 AYP School Report

School: River Montessori Elementary Charter
LEA: Old Adobe Union
County: Sonoma
CDS Code: 49-70847-0119750
School Type: Elementary School
Charter School: Direct Funded Charter
Date: 6/30/2016

2015 APR Reports and Supplemental Information:
 --Select a Report-- ▼

AYP Determination:

Made AYP: Yes
Met: 3 of 3 AYP Criteria
PI Status: Not Title I

Participation Rate: Targets and Met Criteria

For details on how the participation rate was calculated, please see the [2015 AYP Participation Rate Web page](#).

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	ELA Alternative Method	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria	Math Alternative Method
Schoolwide	91	89	98	Yes	--	91	89	98	Yes	--
Black or African American	1	1	100	--	--	1	1	100	--	--
American Indian or Alaska Native	0	0	--	--	--	0	0	--	--	--
Asian	4	4	100	--	--	4	4	100	--	--
Filipino	0	0	--	--	--	0	0	--	--	--
Hispanic or Latino	17	17	100	--	--	17	17	100	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	63	61	97	--	--	63	61	97	--	--
Two or More Races	6	6	100	--	--	6	6	100	--	--
Socioeconomically Disadvantaged	19	19	100	--	--	19	19	100	--	--
English Learners	9	9	100	--	--	9	9	100	--	--
Students with Disabilities	15	15	100	--	--	15	15	100	--	--

Attendance Rate Target: 90 Percent

Average Daily Attendance	School Attendance Enrollment	Met Criteria
98%	--	Yes

Attendance Rate Criteria: Schools that met the following criteria were required to meet the attendance rate indicator:

- The school's entire enrollment was 100 or more on Fall Census Day in October 2014, and the Enrollment in Transitional Kindergarten through grade eight (TK-8) was 30 or more.
 - The school's entire enrollment was between 30 to 99 on Fall Census Day in October 2014, and the enrollment in TK-8 was 30 or more, or the percent of TK-8 enrollment made up 50% or more of the school's enrollment.
- LEAs that met the following criteria were required to meet the attendance rate indicator:

- The LEAs entire TK-8 enrollment was 30 or more on Fall Census Day in October 2014.

LEAs and direct-funded charter schools were given two options for submitting their attendance data to the California Department of Education:

1. Total number of days students attended and were enrolled.

or

2. Average Daily Attendance (ADA)

The data are as of the second period (P-2), which is from July 1 through the last school month that ends before April 15, 2015. LEAs and direct-funded charter schools submitted data for one option only. The attendance rate will be displayed in the column that reflects the option chosen by the LEA or direct-funded charter school.

"-" means the school submitted attendance data under the other option (i.e., ADA or School Attendance Enrollment).

"DNS" (Did Not Submit) in the ADA and School Attendance Enrollment columns mean an attendance rate could not be calculated because the LEA or direct-funded charter school did not submit data under either option.

"N/A" means not applicable.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

Graduation Rate data not available.

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for LEAs and schools until 2019 when the target for all LEAs, schools and the state is 90%.

Percent Proficient - Annual Measurable Objectives (AMOs) Percent Proficient Statement: Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education (ED) approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. However, the ED is requiring the percent proficient results be displayed on the AYP reports. For a more thorough view of a school's or district's progress, please view: [Local Control Funding Formula State Priorities Snapshot](#)

Percent Proficient Rate: Schoolwide and Student Groups

Content Area	Target
English Language Arts/Literacy (ELA)	100.0%
Mathematics	100.0%

Percent Proficient: Schoolwide and Student Groups

Student Groups	ELA Valid	ELA Number At or Above	ELA Percent At or Above	Math Valid	Math Number At or Above	Math Percent At or Above

	Scores	Proficient	Proficient	Scores	Proficient	Proficient
Schoolwide	83	50	60.2	83	42	50.6
Black or African American	1	--	--	1	--	--
American Indian or Alaska Native	0	--	--	0	--	--
Asian	4	--	--	4	--	--
Filipino	0	--	--	0	--	--
Hispanic or Latino	13	4	30.8	13	5	38.5
Native Hawaiian or Pacific Islander	0	--	--	0	--	--
White	59	38	64.4	59	31	52.5
Two or More Races	6	--	--	6	--	--
Socioeconomically Disadvantaged	14	5	35.7	14	4	28.6
English Learners	6	--	--	6	--	--
Students with Disabilities	15	8	53.3	15	7	46.7

Web Policy



Data Reporting Office
 Prepared: 11/5/2018 9:39:18 PM

-Select another year- ▾

Selected School Level Data
 River Montessori Ele--Old Adobe Union--4970847-0119750
 for the year 2015-16

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
River Montessori Elementary Charter	49708470119750	162	28 (17.3 %)	0 (0.0 %)	0 (0.0 %)
District Total:		0	566 (29.3 %)	81 (4.2 %)	39 (6.9 %)
County Total:		71,131	16,232 (22.8 %)	10,532 (14.8 %)	1,795 (10.9 %)
State Total:		6,226,737	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)



California Department of Education
 Analysis, Measurement, and Accountability Reporting Division
 Academic Accountability Unit

2016 Accountability Transition Report

School: River Montessori Elementary Charter

LEA: Old Adobe Union

County: Sonoma

CDS Code: 49-70847-0119750

School Type: Elementary School

Charter School: Direct Funded Charter

Date: 10/31/2016

2016 Supplemental Information:

--Select a Report--



Participation Rate: Goal

For details on how the participation rate was calculated, please see the [2016 Participation Rate Web page](#).

Content Area	Goal
English Language Arts/Literacy (ELA)	95%
Mathematics	95%

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate
Schoolwide	77	75	98%	77	76	99%
Black or African American	1	1	100%	1	1	100%
American Indian or Alaska Native	--	--	--	--	--	--
Asian	6	6	100%	6	6	100%
Filipino	--	--	--	--	--	--

Hispanic or Latino	12	11	92%	12	12	100%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	47	46	98%	47	46	98%
Two or More Races	11	11	100%	11	11	100%
Socioeconomically Disadvantaged	17	16	95%	17	17	100%
English Learners	10	9	90%	10	10	100%
Students with Disabilities	13	13	100%	13	13	100%

"--" indicates student group data are not available.

[2014-15 Local Control Funding Formula \(LCFF\) Graduation Rate Results](#)

Graduation Rate data not available.

"--" indicates student group is less than 11 or data are not available

[Three-Year Weighted Average Graduation Rate Results for LCFF Evaluation Rubrics](#)

Graduation Rate data not available.

"N/A" indicates student group is less than 11 and "--" indicates data are not available.

A three-year weighted average graduation rate will be compared to the 2014-15 graduation rate to determine "Change" in the new accountability system, the LCFF Evaluation Rubrics. The formula for "Change" in the new accountability system is:

$$2014-15 \text{ Cohort Graduation Rate minus Three-Year Average Graduation Rate}$$

The three-year average is weighted and uses the following years of four-year graduation cohort data: 2011-12 (class of 2012), 2012-13 (class of 2013), and 2013-14 (class of 2014). **If the LEA, school, or student group does not have cohort data for all three graduating classes**, then the weighted average for "Change" was calculated using the one or two years of available cohort data. (The "Calculation Method" column identifies if one, two, or three years of cohort data were used to calculate the weighted average.)

Please see the [Glossary](#) for further details on the calculation of the average graduation rate.

**Calculation Method="1yr" indicates that one year of cohort graduation data were used for the average; "2yr" indicates that two years of cohort graduation data were used to calculate the weighted average; "3yr" indicates that three years of cohort graduation data were used to calculate the weighted average; "N/A" indicates data in student group is less than 11; "--" indicates graduation data are not available.

Further details on the calculation of the weighted average and examples of how the weighted average is used for the Graduation Rate Indicator in the LCFF Evaluation Rubrics will be made available on the [AYP Web Page](#) when the Evaluation Rubrics are released.

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Smarter Balanced Assessment Test Results for:

River Montessori Elementary Charter School

CDS Code: 49-70847-0119750

River Montessori Elementary Charter District

Sonoma County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Group/Subgroup: **Apply Selections**

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

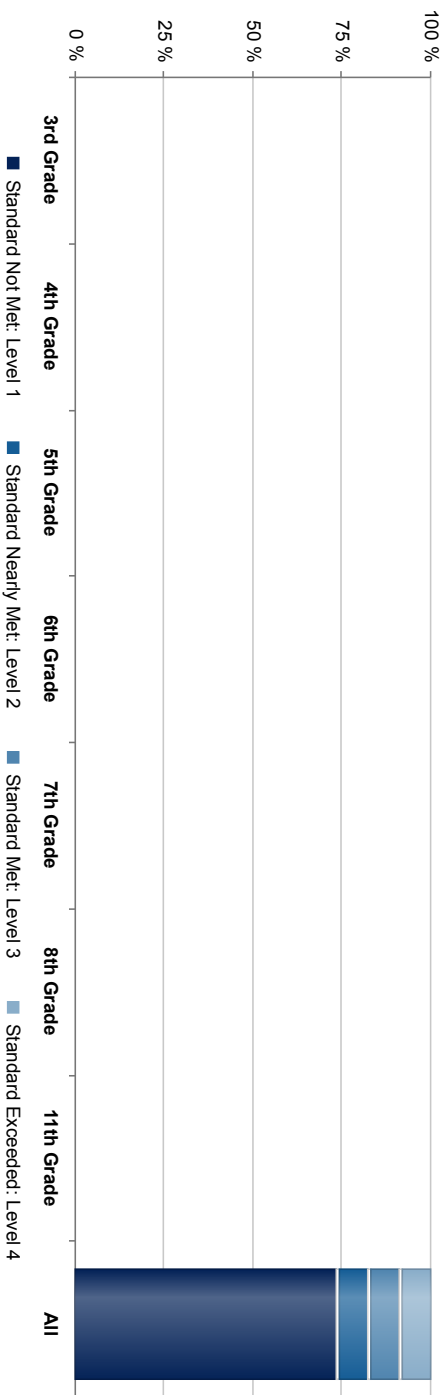
Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability.

Students with Disability.

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58 %

WRITING: How well do students communicate in writing?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %

Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50 %

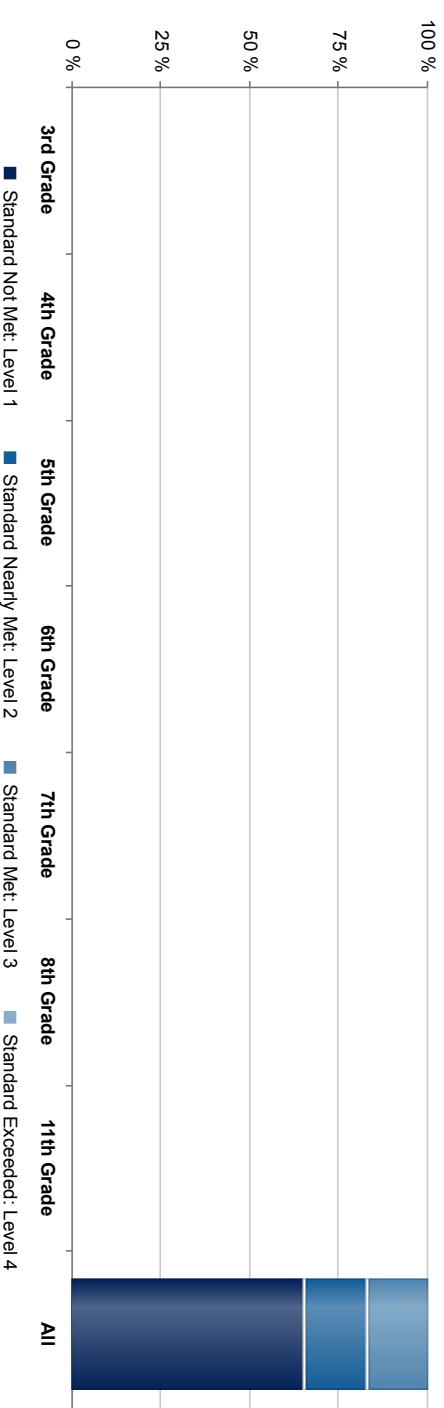
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Students with No Reported Disability.

Students with Disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50 %

[Mathematics Area Achievement Level Descriptors](#)

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Smarter Balanced Assessment Test Results for:

River Montessori Elementary Charter School

CDS Code: 49-70847-0119750

River Montessori Elementary Charter District

Sonoma County

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Group/Subgroup: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

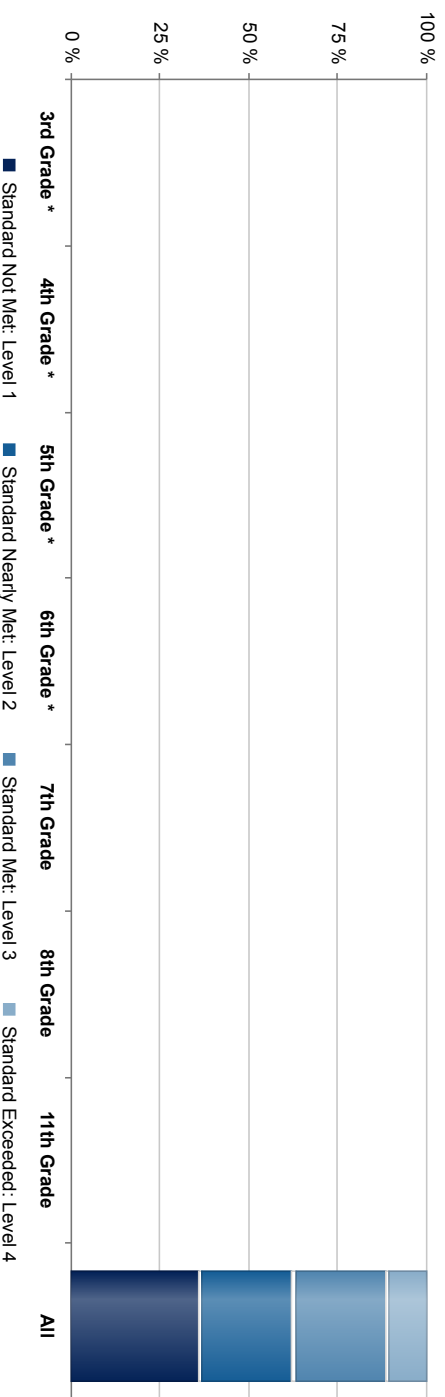
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically Disadvantaged

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	6	8	1	4	N/A	N/A	N/A	19
Number of Students With Scores	6	8	1	4	N/A	N/A	N/A	19
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	N/A
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	26 %
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	26 %
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	37 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	5 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	63 %
Below Standard	*	*	*	*	N/A	N/A	N/A	32 %

Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	22 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	39 %
Below Standard	*	*	*	*	N/A	N/A	N/A	39 %

Listening: Demonstrating effective communication skills



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	16 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	68 %
Below Standard	*	*	*	*	N/A	N/A	N/A	16 %

Research/Inquiry: Investigating, analyzing, and presenting information



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	16 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	53 %
Below Standard	*	*	*	*	N/A	N/A	N/A	32 %

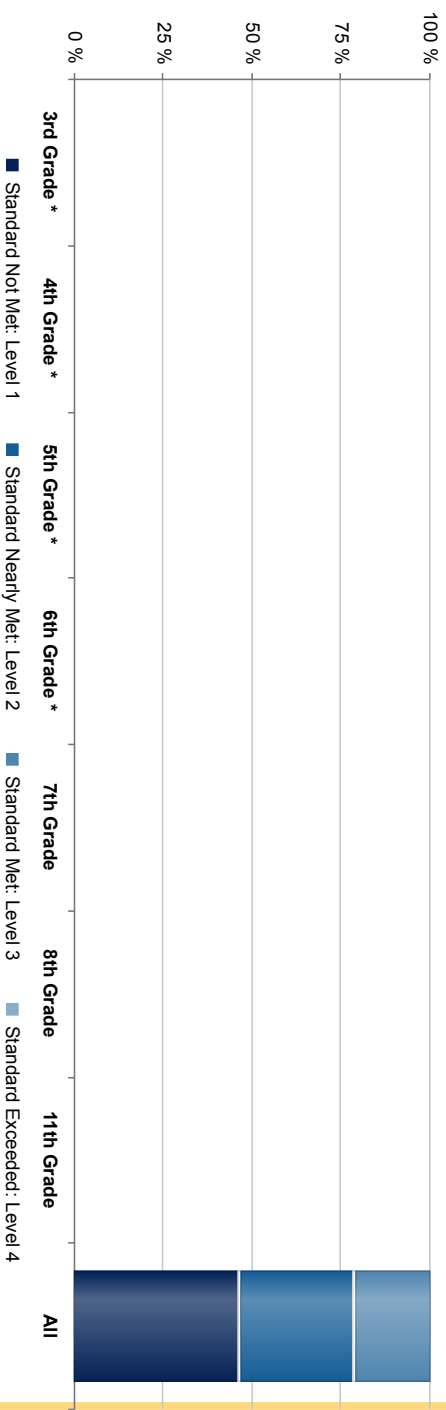
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not Economically Disadvantaged

MATHEMATICS

Economically Disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	6	8	1	4	N/A	N/A	N/A	19
Number of Students With Scores	6	8	1	4	N/A	N/A	N/A	19
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	32 %
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	47 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	11 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	32 %
Below Standard	*	*	*	*	N/A	N/A	N/A	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	11 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	53 %
Below Standard	*	*	*	*	N/A	N/A	N/A	37 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	N/A	N/A	5 %
At or Near Standard	*	*	*	*	N/A	N/A	N/A	53 %

Below Standard

*

*

*

*

N/A

N/A

N/A

42 %

[Mathematics Area Achievement Level Descriptors](#)

Not Economically Disadvantaged



Data Reporting Office

Prepared: 11/5/2018 9:38:00 PM

Selected School Level Data
 River Montessori Ele--Old Adobe Union--4970847-0119750
 for the year 2016-17

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
River Montessori Elementary Charter	49708470119750	161	29 (18.0 %)	5 (3.1 %)	6 (21.4 %)
District Total:		0	536 (26.9 %)	150 (7.5 %)	99 (17.5 %)
County Total:		70,940	15,845 (22.3 %)	11,120 (15.7 %)	1,925 (11.9 %)
State Total:		6,228,236	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (13.3%)



Data Reporting Office

Prepared: 11/5/2018 9:36:19 PM

Selected School Level Data
 River Montessori Ele--Old Adobe Union--4970847-0119750
 for the year 2017-18

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
River Montessori Elementary Charter	49708470119750	166	35 (21.1 %)	5 (3.0 %)	1 (3.4 %)
District Total:		0	517 (24.7 %)	183 (8.7 %)	63 (11.8 %)
County Total:		70,449	14,864 (21.1 %)	11,946 (17.0 %)	2,291 (14.5 %)
State Total:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Analysis of Comparison Schools Data

[INSERT ALL AVAILABLE CAASPP DATA, CA SCHOOL DASHBOARD DATA, AND ANALYSIS HERE FOR CHARTER SCHOOL AND COMPARISON SCHOOLS]

RMCS CAASPP Scores, 2016-18 published by CDE:

Percentage of Student Subgroups Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	59%	45%	36%	52%
	Math	48%	31%	27%	26%
White (2016 included Two or more)	ELA	72%	93%	41%	62%
	Math	57%	89%	32%	22%
Hispanic or Latino	ELA	32%	50%	25%	31%
	Math	32%	18%	15%	23%
Economically Disadvantaged	ELA	37%	26%	31%	25%
	Math	21%	12%	15%	6%
Students with Disabilities	ELA	45%	16%	*	*
	Math	36%	17%	*	*

Percentages do not include grade levels with less than 10 students that were tested

* less than 10 students in category that were tested

Comparison Schools That RMCS Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
La Tercera	ELA	31%	40%	36%	43%
	Math	13%	20%	29%	33%
Miwok	ELA	41%	45%	37%	37%
	Math	25%	24%	29%	33%
Old Adobe Elementary	ELA	57%	68%	65%	66%
	Math	41%	51%	53%	53%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Reach Charter	ELA	52%	61%	41%	42%
	Math	34%	34%	33%	26%
Dunham Elementary	ELA	46%	63%	61%	66%
	Math	43%	59%	66%	61%
West Side Elementary	ELA	47%	53%	45%	52%
	Math	42%	42%	36%	53%
Two Rock Elementary	ELA	45%	47%	53%	63%
	Math	47%	47%	61%	49%

Attached as Appendix [], please find CAASPP reports supporting this data.

Changed wording:

Significant academic support delivered in the classrooms by credentialed teachers are directed toward the subgroup of Identified Disabilities (ID) to support their progress toward proficiency of state standards:



Academic Performance Index (API) Report 3 - Year Average API School Report

School: River Montessori Elementary
Charter
LEA: SBE - River Montessori Element
County: Sonoma
CDS Code: 49766040119750

School Type: Elementary
Charter: Direct Funded Charter

API Links

LEA List of Schools
County List of Schools
Glossary
3-Year Average Guide

(An LEA is a school district, county office of education, or statewide benefit charter.)

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	90	849	121	842	125	829	840	839
Black or African American	1		3		1			
American Indian or Alaska Native	0		0		0			
Asian	5		6		9			
Filipino	0		0		0			
Hispanic or Latino	9		18	802	20	777		
Native Hawaiian or Pacific Islander	0		0		0			
White	67	847	83	842	86	832	840	840
Two or More Races	7		8		9			
Socioeconomically Disadvantaged	2		16	787	19	737		
English Learners	0		7		6			
Students with Disabilities	4		9		20	717		

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;
2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,
3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

$$\frac{2011 \text{ API} + 2012 \text{ API} + 2013 \text{ API}}{3}$$

Weighted Average: The formula to calculate the weighted average is:

$$\frac{(2011 \text{ API} \times 2011 \text{ Valid Scores}) + (2012 \text{ API} \times 2012 \text{ Valid Scores}) + (2013 \text{ API} \times 2013 \text{ Valid Scores})}{2011 \text{ Valid Scores} + 2012 \text{ Valid Scores} + 2013 \text{ Valid Scores}}$$

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" button within the "API Links" section above.

[Web Policy](#)



California Department of Education

Data Reporting Office
 Prepared: 11/5/2018 9:51:46 PM

[-Select another year-](#)

Selected School Level Data
 River Montessori Ele--Old Adobe Union--4970847-0119750
 for the year 2016-17

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	Asian	Hispanic or Latino	White not Hispanic	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
River Montessori Elementary/Charter	49708470119750	161	5 (3.1%)	43 (26.7%)	94 (58.4%)	29 (18.0%)	5 (3.1%)	6 (21.4%)
District Total:		0	64 (3.2%)	853 (42.8%)	913 (45.8%)	536 (26.9%)	150 (7.5%)	99 (17.5%)
County Total:		70,940	2,259 (3.2%)	32,156 (45.3%)	30,509 (43.0%)	15,845 (22.3%)	11,120 (15.7%)	1,925 (11.9%)
State Total:		6,228,236	559,159 (9.0%)	3,378,344 (54.2%)	1,470,499 (23.6%)	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (13.3%)

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

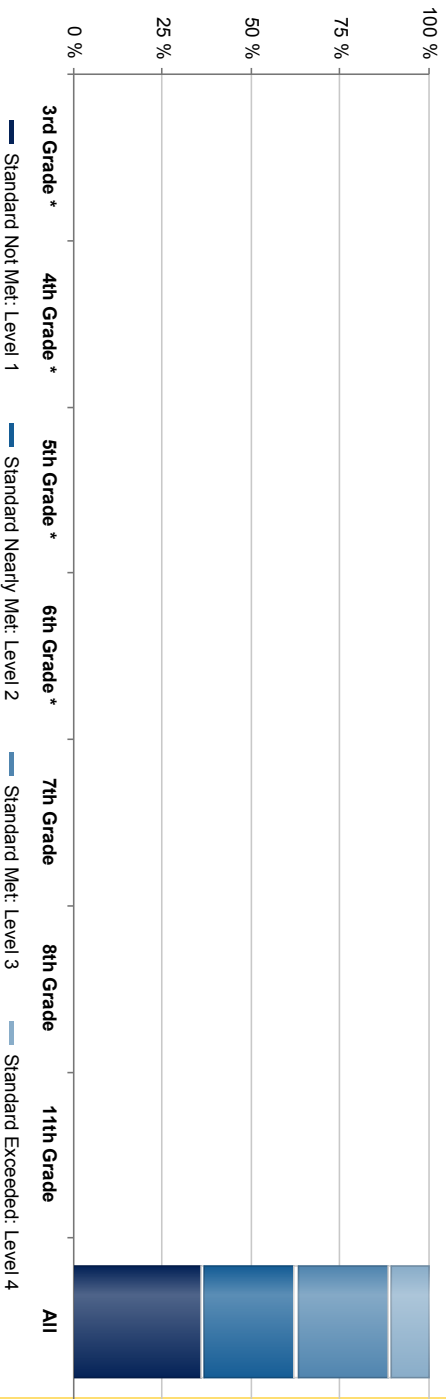
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	6	8	1	4	N/A	N/A	N/A	19
Number of Students With Scores	6	8	1	4	N/A	N/A	N/A	19
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	11 %
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	26 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	26 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	37 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	5 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	63 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	32 %





Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	22 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	39 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	39 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	16 %
	At or Near Standard 	*	*	*	*	N/A	N/A	68 %
	Below Standard 	*	*	*	*	N/A	N/A	16 %

Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Area Performance Level							
	Above Standard 	*	*	*	*	N/A	N/A	16 %
	At or Near Standard 	*	*	*	*	N/A	N/A	53 %
	Below Standard 	*	*	*	*	N/A	N/A	32 %

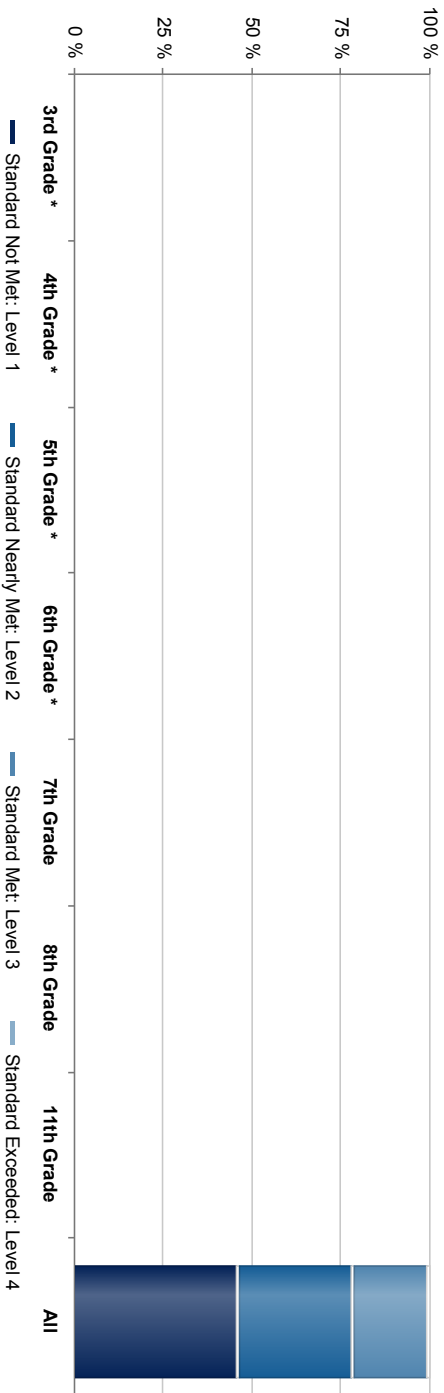
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement



Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	28	17	23	N/A	N/A	N/A	91
Number of Students Tested	6	8	1	4	N/A	N/A	N/A	19
Number of Students With Scores	6	8	1	4	N/A	N/A	N/A	19
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	N/A	N/A	N/A	21%
Standard Nearly Met: Level 2	*	*	*	*	N/A	N/A	N/A	32%
Standard Not Met: Level 1	*	*	*	*	N/A	N/A	N/A	47%

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	11 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	32 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	11 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	53 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	37 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	5 %
At or Near Standard 	*	*	*	*	N/A	N/A	N/A	53 %

Below Standard 	*	*	*	*	N/A	N/A	N/A	42 %
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[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: River Montessori Elementary Charter

CDS Code: 49-70847-0119750

District: River Montessori Elementary Charter

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

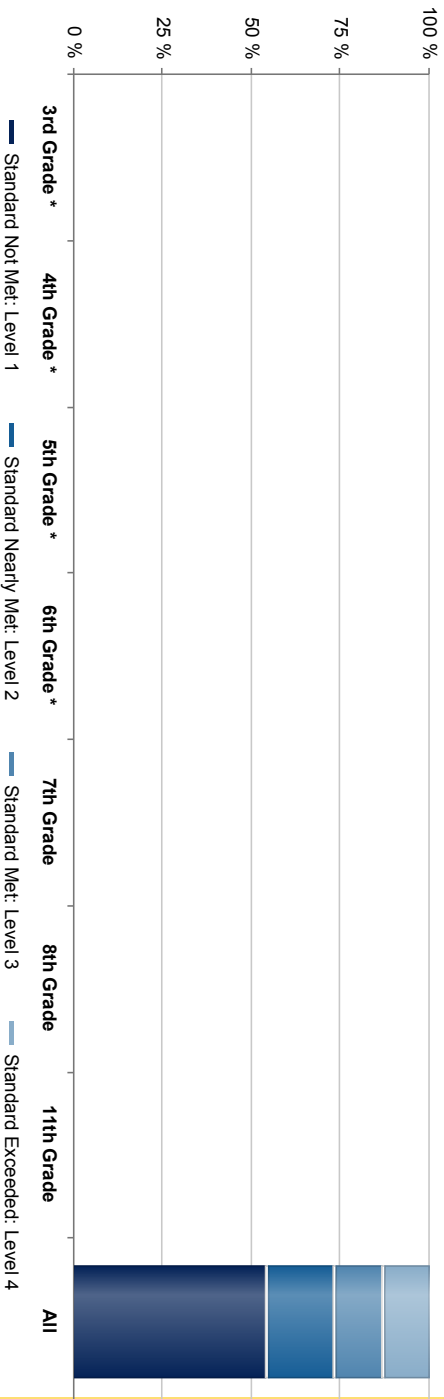
Smarter Balanced Results (2016)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged



Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	6	5	5	1	N/A	N/A	N/A	17
# of Students Tested ²	6	5	5	1	N/A	N/A	N/A	17
# of Students With Scores ³	6	4	5	1	N/A	N/A	N/A	16
Mean Scale Score	*	*	*	*	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁴	*	*	*	*	N/A	N/A	N/A	13 %
Standard Met: Level 3 ⁵	*	*	*	*	N/A	N/A	N/A	13 %





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	*	*	*	*	N/A	N/A	N/A	19 %
Standard Not Met: Level 1 	*	*	*	*	N/A	N/A	N/A	56 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	19 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	50 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	31 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 	*	*	*	*	N/A	N/A	N/A	13 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	31 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	56 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	13 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	44 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	44 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	*	*	*	*	N/A	N/A	N/A	19 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	44 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	38 %

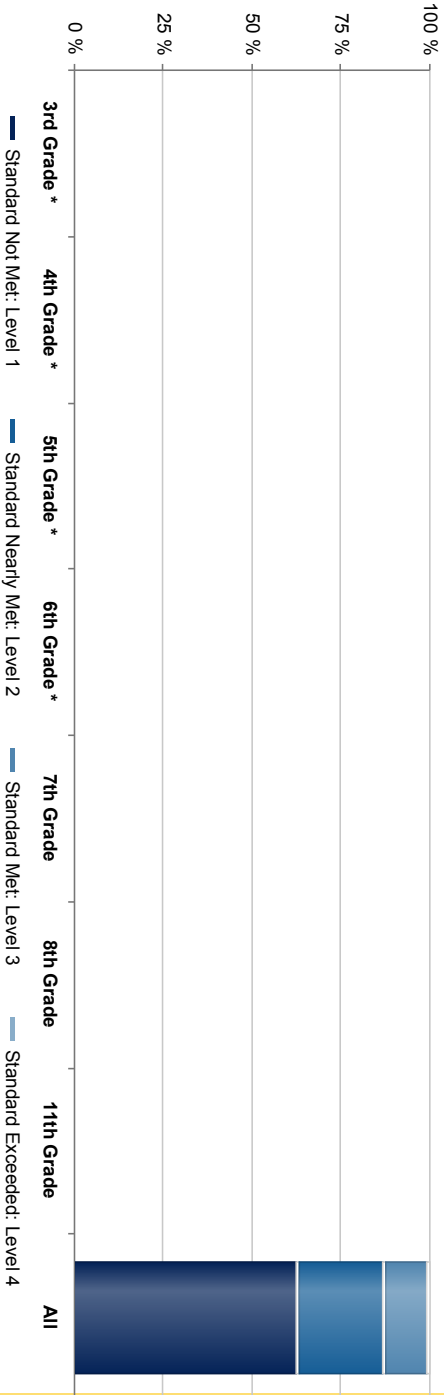
[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	6	5	5	5	1	N/A	N/A	17
# of Students Tested	6	5	5	5	1	N/A	N/A	17
# of Students With Scores	6	5	5	5	1	N/A	N/A	17
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	N/A	N/A	0%
Standard Met: Level 3	*	*	*	*	*	N/A	N/A	12%
Standard Nearly Met: Level 2	*	*	*	*	*	N/A	N/A	24%
Standard Not Met: Level 1	*	*	*	*	*	N/A	N/A	65%

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	18 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	82 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 	*	*	*	*	N/A	N/A	N/A	35 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	65 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Area Performance Level								
Above Standard 	*	*	*	*	N/A	N/A	N/A	0 %
Near Standard 								

	*	*	*	*	N/A	N/A	N/A	41 %
Below Standard 	*	*	*	*	N/A	N/A	N/A	59 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged



April 5, 2018

Greetings River Montessori Charter Families,

As we return from Spring Break, our 3rd-6th Level students will be preparing and taking the Smarter Balanced Assessments (SBAC), assessing their progress toward Common Core Standards in Language Arts and Math. As required, 5th Level students will also participate in the California Science Test (CAST) that emphasizes scientific thinking and reasoning related to the new California Science standards and the Physical Fitness Test (PFT) for students in California public schools. The *FITNESSGRAM*® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute that every 5th grade student must attempt to their best abilities. The primary goal of the *FITNESSGRAM*® is to assist students in establishing lifetime habits of regular physical activity.

The SBAC assessments and CAST use technology to offer adaptive tests that can accommodate a wide range of students with diverse learning backgrounds. They also allow us to check if students are learning the skills we are teaching, rather than getting points for guessing, as was possible on previous “fill in the bubble” tests. To get a sense of what the SBAC and CAST Test will be like, you and your child can view the practice test online at <http://www.caaspp.org/practice-and-training/index.html>. You will access the sample practice test by clicking on “Student Interface Practice and Training Tests” (green) which will open the testing window for you as a “Guest.” Leave all the sections as they appear and click the “Sign In” button. You will select the grade number to have access to the various content practice tests to explore.

At River Montessori Charter, as a public school, our testing will be taking place between April 24 through May 11, 2018. We do have the obligation to notify parents of their right to exempt their child from the SBAC and CAST statewide assessments pursuant to California *Education Code* Section 6061 by submitting a formal written letter. Teachers, administrators and parents will be the only ones that receive their individual student’s scores. Scores will become available after July 2018.

Our school’s goal is to amplify the talents of each student and support their development as a capable, agile citizen that has the diversity of skills needed for the demands of the 21st century, whatever those may be.

If you have any questions about the SBAC, CAST, or PFT, please feel free to contact me at edspecialist@rivermontessoricharter.org.

Kindly take care,

Lorna Rochman-McEntire

Coordinator of Student Services and Education Specialist

3880 Cypress Drive, Suite B • Petaluma, CA 94954 • 707.778.6414 • www.rivermontessoricharter.org

River Montessori Charter School believes in the inherent dignity and worth of all people and therefore provides a multi-cultural community that prohibits discrimination of any person regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.



5 de abril 2018

Saludos River Montessori Charter Familias,

A medida que regresemos de las vacaciones de primavera, nuestros estudiantes del 3rd al 6th grado estarán preparando y tomando las evaluaciones balanceadas más inteligentes (SBAC), evaluando su progreso hacia los estándares básicos comunes en artes del lenguaje y matemáticas. Como sea requerido, los estudiantes de 5th grado también participarán en el Examen de Ciencias de California (CAST) que enfatiza el razonamiento científico relacionado con los nuevos estándares de California Science y el Physical Fitness Test (PFT) para estudiantes de las escuelas públicas de California. El FITNESSGRAM® es una batería de aptitud física integral, relacionada con la salud, desarrollada por el Instituto Cooper que cada estudiante de quinto grado debe intentar a sus mejores habilidades. El objetivo principal del FITNESSGRAM® es ayudar a los estudiantes en el establecimiento de hábitos de vida de actividad física regular.

Las evaluaciones SBAC y CAST utilizan la tecnología para ofrecer pruebas adaptativas que pueden acomodar a una amplia gama de estudiantes con diversos antecedentes de aprendizaje. También nos permiten comprobar si los estudiantes están aprendiendo las habilidades que estamos enseñando, en lugar de obtener puntos para adivinar, como fue posible en anteriores "llenar las pruebas de la burbuja". Para tener una idea de cómo serán las pruebas SBAC y CAST, usted y su hijo pueden ver la prueba de práctica en línea en <http://www.caaspp.org/practice-and-training/index.html>. Para acceder a la prueba de práctica de muestra, haga clic en "Interfaz de estudiante" (verde) que abrirá la ventana de prueba para usted como "Invitado". Deje todas las secciones a medida que aparecen y haga clic en el botón "Iniciar sesión". Deberá seleccionar el número de calificación para tener acceso a las diversas pruebas de práctica de contenido para explorar.

En River Montessori Charter, como escuela pública, nuestras pruebas se llevarán a cabo entre el 24 de abril y el 11 de mayo de 2018. Tenemos la obligación de notificar a los padres de su derecho de eximir a su hijo de las evaluaciones estatales SBAC y CAST conforme a California Sección 6061 del Código de Educación mediante la presentación de una carta escrita formal. Los maestros, los administradores y los padres serán los únicos que recibirán los puntajes de sus estudiantes individuales. Las puntuaciones estarán disponibles después de julio de 2018.

El objetivo de nuestra escuela es ampliar los talentos de cada estudiante y apoyar su desarrollo como un ciudadano capaz y ágil que tiene la diversidad de habilidades necesarias para las demandas del siglo XXI, cualesquiera que sean.

Si tiene alguna pregunta sobre el SBAC, CAST, o PFT, por favor no dude en ponerse en contacto conmigo en edspecialist@rivermontessoricharter.org.

Por favor, tenga cuidado,
Lorna Rochman-McEntire
Coordinador de Servicios Estudiantiles y Especialista en Educación

3880 Cypress Drive, Suite B • Petaluma, CA 94954 • 707.778.6414 • www.rivermontessoricharter.org

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[Home](#) / [Specialized Programs](#) / [Special Education](#) / [Services & Resources](#)

Special Education - *CalEdFacts*

This content is part of California Department of Education's information and media guide about education in the State of California. For similar information on other topics, visit the full [CalEdFacts](#).

Special education services were provided to 734,422 individuals, newborn through twenty-two years of age, in 2015–16. California provides specially designed instruction, at no cost to parents, to meet the unique needs of children with disabilities. This instruction is provided in a variety of settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers as much as possible; that is, in the least restrictive environment (LRE). Special education services are available in a variety of settings, including day-care settings, preschool, regular classrooms, classrooms that emphasize specially designed instruction, the community, and the work environment. The California Department of Education (CDE) works with colleges and universities to deliver staff development and training that ensures that teachers and other service providers are qualified to work with children with disabilities.

The CDE provides state leadership and policy direction for school district programs and services for students who have disabilities. This leadership includes providing families with information on the education of children with disabilities. The CDE works cooperatively with other state agencies to provide everything from family-centered services for infants and preschool children to planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. The CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act for students with disabilities in California.

The disability categories and enrollment breakdown in California for individuals (newborn through twenty-two years of age) who received special education services in 2015–16 are as follows:

- Intellectual disabilities: 43,913
- Speech or language impairment: 159,755
- Visual impairment: 3,670
- Emotional disturbance: 24,316
- Orthopedic impairment: 11,745
- Other health impairment: 82,855
- Specific learning disability: 288,296
- Deafness: 3,449
- Hard of hearing: 10,326
- Deaf-blindness: 103
- Multiple disabilities: 6,620
- Autism: 97,162
- Traumatic brain injury: 1,706

Advisory Commission on Special Education

An Advisory Commission on Special Education (ACSE) is mandated by both state and federal laws. The ACSE is required to study, assist, and provide recommendations at least annually to the Governor, the State Legislature, the State Board of Education, and the State Superintendent of Public Instruction on issues related to the education and unmet needs of individuals with disabilities. There are 15 public members of ACSE, who are appointed as follows: three by the Speaker of the Assembly; three by the Senate Committee on Rules; four by the Governor; and five by the State Board of Education. In addition, ACSE includes two members from the State Legislature: one from the Assembly and one from the Senate.

Selected Projects and Programs

The CDE has many projects and programs to close the achievement gap, including California Services for Technical Assistance and Training (CalSTAT), Resources in Special Education (RISE), technical assistance with least restrictive environments, Supporting Early Education Delivery Systems (SEEDS), the Special Education Early Childhood Administrators Project (SEECAP), technical assistance for students with low-incidence disabilities (visual and orthopedic disabilities), and focused monitoring projects. These projects provide technical services, research, training, conferences, and other services to many special education students.

The CDE also certifies more than a thousand nonpublic schools and agencies that provide special education services to students with disabilities. For more information regarding nonpublic schools and agencies, e-mail npsa@cde.ca.gov or 916-327-0141.

Questions: Special Education Division | specedinfo@share.cde.ca.gov | 916-445-4613

Last Reviewed: Thursday, June 22, 2017

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Student Group:

Apply Selections

2018 Overall Achievement--All Grades

TABLE

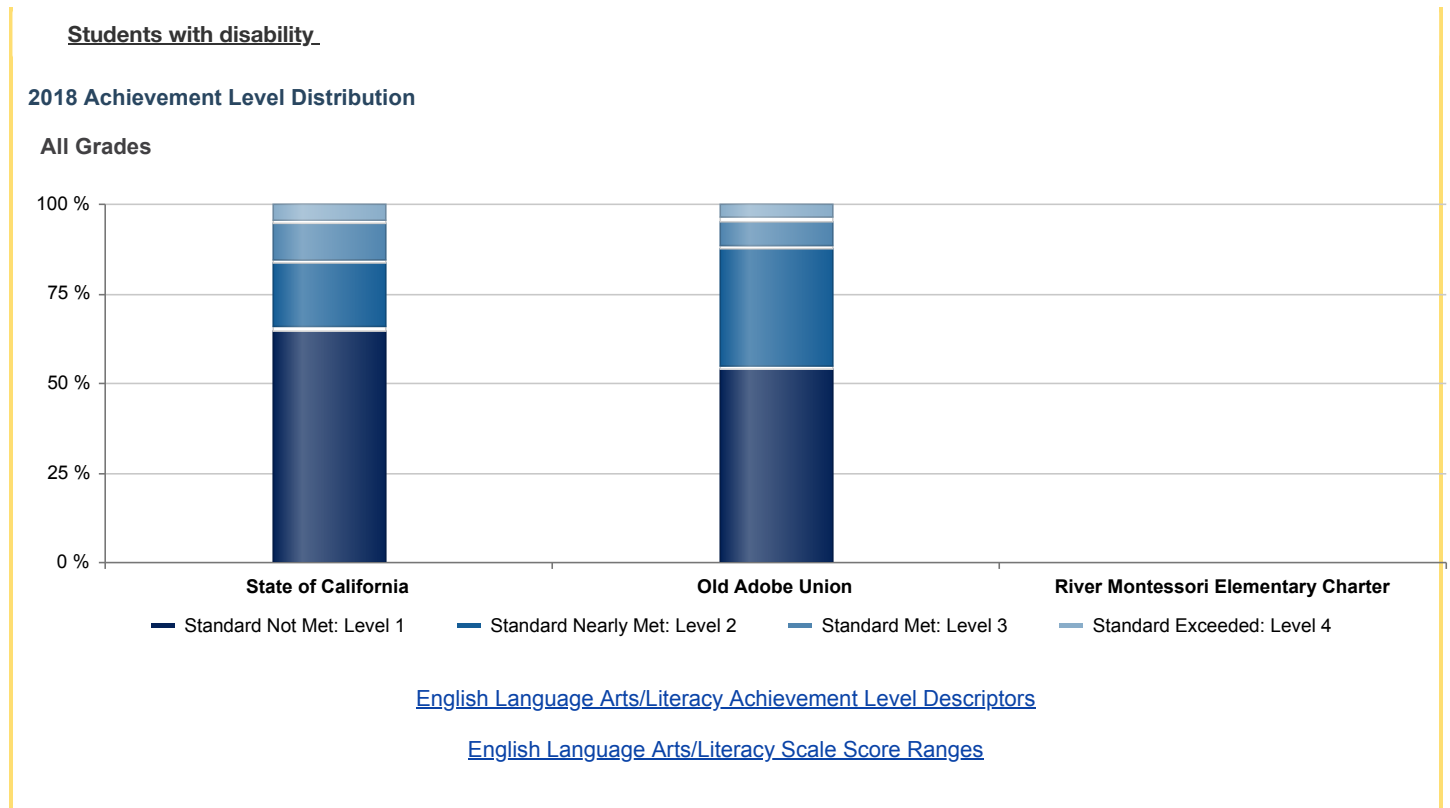
GRAPH

Comparing 3 out of 3 Results

STATE	DISTRICT #1	SCHOOL #1
<p>State of California CDS Code: 00-00000-0000000</p> <p>• Grades 3-8,11</p> <p>View State Full Test Results</p> <p>Remove State Selection</p>	<p>Old Adobe Union CDS Code: 49-70847-0000000</p> <p>• Grades 3-6</p> <p>View District #1 Full Test Results</p> <p>Remove District #1 Selection</p>	<p>River Montessori Elementary Charter CDS Code: 49-70847-0119750</p> <p>• Grades 3-6</p> <p>View School #1 Full Test Results</p> <p>Remove School #1 Selection</p>

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY



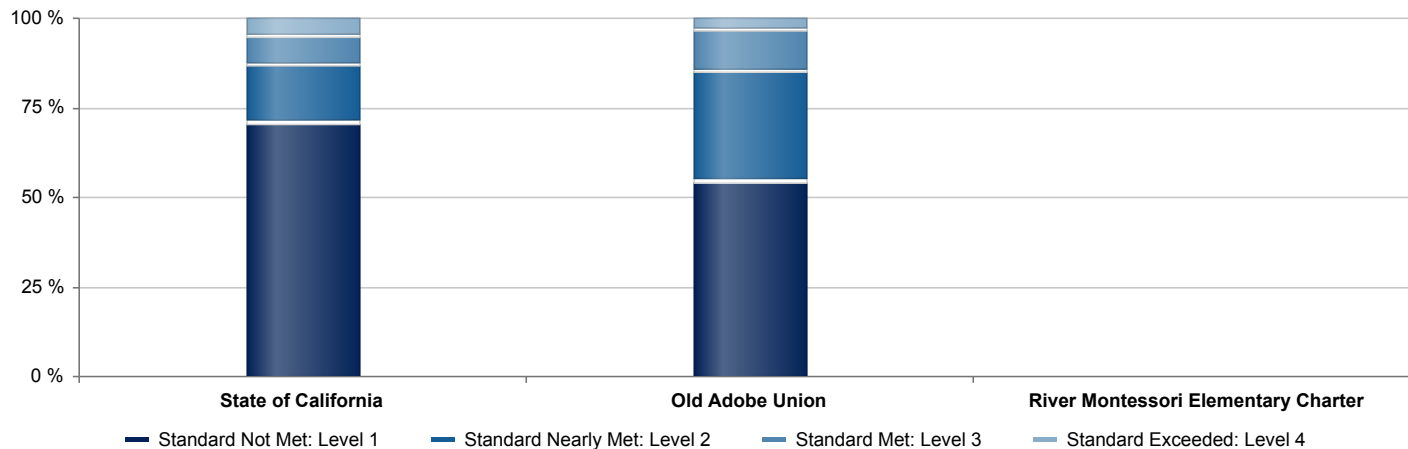
Students with no reported disability.

MATHEMATICS

Students with disability.

2018 Achievement Level Distribution

All Grades

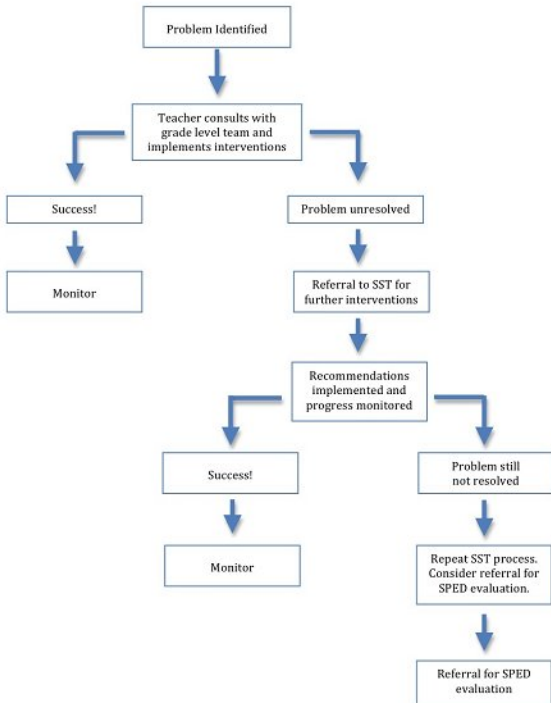


[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Students with no reported disability.

IEP Referral Process



River Montessori Charter School

SST Summary Form

Student: _____

Grade: _____

Birthdate: _____

Today's DATE: _____

Parents/Guardian: _____

Primary Language: _____

Date of Initial SST: _____

Team Attendees: _____ Parents; Teacher-Guide; Kelly Mannion, Director; Lorna Rochman, Education Specialist

STRENGTHS	Known Information Modifications	CONCERNS (Prioritize)	QUESTIONS	STRATEGIES Brainstorm	ACTIONS (Prioritize)	WHO Responsible	WHE
Health:	Health:	Health:	Health:				
Physical:	Physical:	Physical:	Physical:				
Social:	Social:	Social:	Social:				
Emotional:	Emotional:	Emotional:	Emotional:				
Personal Wellness:	Personal Wellness:	Personal Wellness:	Personal Wellness:				
Academic:	Academic:	Academic:	Academic:				

Follow-up Meeting Date: _____

River Montessori Charter School

SST Summary Form

Team Member Signatures:

1. Parent/Guardian: _____

2. Parent/Guardian: _____

3. Student: _____

4. Administrator: _____

5. Teacher/Guide: _____

6. Other: _____/Position

7. Other: _____/Position

8. Other: _____/Position

STUDENT STUDY TEAM

A Handout for Parents of the River Montessori Charter School District

To Parents

Students are most successful when there is a cooperative effort between you (the parents) and school personnel. In a spirit of shared responsibility, the Student Study Team meets at your child's school, exploring and problem-solving, in order to help students. You are an important part of that team.

This handout is intended to help you better understand the way the Student Study Team works so that you can become more actively involved in your child's education. Your questions, comments and suggestions are very valuable. Feel free to share them at the meeting of the Student Study Team.

What Is The Student Study Team?

The Student Study Team (SST) is a school site team, which reviews individual student strengths and areas of concern. The SST plans strategies and organizes resources for addressing the areas of concern. This process is a function of regular education.

How Is A Student Selected To Be Discussed At The SST?

Usually the classroom guide (or an administrator or specialist) indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances.

Will Anything Have Been Done To Help My Child Before The SST?

The teacher has been trying various accommodations in the classroom. The Resource Specialist and teacher have been meeting to review the academic and/or behavior progress of the student. The principal is informed of the accommodations and outcomes.

What Does "Program Accommodations" Mean?

Measures taken to accommodate specific needs. Some examples of accommodations are:

- Change of seating
- Notes for assignments
- Adjustments of class assignments
- Visual aids in giving instructions
- Technology supports
- Change of group
- Behavior supports
- Individual contracts
- Buddy system
- Use of intervention materials
- Learning games

How Many People Will Be At The SST?

The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs. Usually the principal leads the meeting. Participants on the

team may vary depending on the student needs (such as the Resource Specialist and/or other Specialists).

What Does The Facilitator Do?

The facilitator is the person who leads the meeting and guides the discussion.

What Is The “SST Summary”?

This is a document divided into columns on which a designated participant captures the key information discussed during the Student Team Meeting. Some of the headings are:

- Strengths
- Known Information
- Accommodations
- Areas of Concern
- Questions
- Strategies (Brainstorm)
- Action
- Person(s) Responsible

This helps the team to organize its thinking. As the different areas are discussed, the information is added in the appropriate column (See the “SST Summary” sheet). This serves as a record of the minutes of the SST meeting and provides a “picture” of the student that includes strengths as well as concerns. A copy of the “SST Summary” will be given to you at the end of the meeting. You may ask for copies so you may share with your doctor or other professionals.

Will I Be Asked A Lot Of Questions?

The SST is an informal meeting where everyone is concerned about your child’s progress. As the different areas are discussed, you might be asked questions, but how much you say is up to you. Your participation during this meeting is encouraged.

What Do I Need To Do Before Or During The Meeting?

Try to think of any information that would be helpful to the school. To assist you in preparing for the meeting there is a questionnaire attached to complete and bring it with you to the meeting. You will notice that we are interested in your perception of your child’s strengths as well as concerns.

What Do You Mean By “Strengths”?

“Strengths” are the positive areas that your child has going for him/her. Some examples of strengths are:

- is a leader
- likes school
- belongs to Cub Scouts or Brownies
- has a good friend
- likes to help Mom or Dad sometimes
- is creative
- has a hobby
- plays with brothers or sisters
- is neat
- likes sports
- is good with animals

Will I Be Given Ideas To Help My Child At Home?

If it is appropriate, some suggestions might be made at the SST about ways you can help your child at home.

Will My Child Receive Special Testing?

It is possible, if the accommodations are not deemed effective, the SST may recommend additional testing.

Does This Meeting Mean My Child Will Receive Special Education Help?

The primary purpose of the Student Study Team is to come up with strategies and/or suggestions for accommodations in the regular classroom or suggestions of other kinds of help for the student. If concerns are beyond known information and testing is recommended, another meeting will be scheduled to review the possibility of Special Education assistance.

Will My Child Be A Part Of The Meeting?

The student is not usually a part of the meeting at the elementary level. However, intermediate and secondary students (and upper elementary students, as appropriate) are expected to participate in the SST meeting.

Will There Be Only One Meeting?

At the end of the meeting, the team will schedule a follow-up date, if necessary, to evaluate and share the results of the actions taken.

Who Will Be Involved In The Follow-Up Meeting?

The follow-up meeting may involve the parent(s) and one or two members of the team or the entire team, whichever is more appropriate.

Whom Do I Contact If I Have Questions Before Coming To The Meeting?

Contact Lorna Rochman-McEntire, Coordinator of Student Services, or call the school office, and you will be referred to the appropriate person.



[Return to Test Results Search](#)

[Print Report](#)

2013 STAR Test Results

River Montessori Elementary C School

All Students - California Standards Test Scores

County Name: Sonoma County
District Name: SBE - River Montessori Elementary Charter District
School Name: River Montessori Elementary C School
CDS Code: 49-76604-0119750

Total Enrollment on First Day of Testing: 130
Total Number Tested: 125
Total Number Tested in Selected Subgroup: 125

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The STAR program was replaced by the California Assessment of Student Performance and Progress (CAASPP) System. STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills.

Reported Enrollment		2	3	4	5	6	7	8	9	10	11	EOC
Result Type		2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment		25	27	32	31	15						

CST English-Language Arts		2	3	4	5	6	7	8	9	10	11	EOC
Result Type		2	3	4	5	6	7	8	9	10	11	EOC
Students Tested		24	27	30	29	14						
% of Enrollment		96.0 %	100.0 %	93.8 %	93.5 %	93.3 %						
Students with Scores		23	27	30	29	14						
Mean Scale Score		373.5	351.1	381.7	382.8	398.4						

% Advanced	17 %	15 %	43 %	45 %	43 %													
% Proficient	39 %	26 %	27 %	24 %	43 %													
% Basic	43 %	48 %	20 %	24 %	14 %													
% Below Basic	0 %	11 %	3 %	7 %	0 %													
% Far Below Basic	0 %	0 %	7 %	0 %	0 %													

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	23	27	30	29	14						
% of Enrollment	92.0 %	100.0 %	93.8 %	93.5 %	93.3 %						
Students with Scores	23	27	30	29	14						
Mean Scale Score	393.0	368.4	361.3	357.6	418.6						
% Advanced	35 %	33 %	23 %	24 %	43 %						
% Proficient	35 %	7 %	33 %	24 %	21 %						
% Basic	17 %	41 %	27 %	24 %	36 %						
% Below Basic	13 %	15 %	13 %	17 %	0 %						
% Far Below Basic	0 %	4 %	3 %	10 %	0 %						

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				29							
% of Enrollment				93.5 %							
Students with Scores				29							
Mean Scale Score				367.3							
% Advanced				21 %							
% Proficient				38 %							
% Basic				28 %							
% Below Basic				14 %							
% Far Below Basic				0 %							

Print Report

California Department of Education



[Return to Test Results Search](#)

[Print Report](#)

2013 STAR Test Results

SBE - River Montessori Elementary Charter District

All Students - California Standards Test Scores

County Name: Sonoma County
District Name: SBE - River Montessori Elementary Charter District
School Name: ----
CDS Code: 49-76604-0000000

Total Enrollment on First Day of Testing: 130
Total Number Tested: 125
Total Number Tested in Selected Subgroup: 125

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The STAR program was replaced by the [California Assessment of Student Performance and Progress \(CAASPP\) System](#). STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills.

Reported Enrollment											
Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	25	27	32	31	15						

CST English-Language Arts											
Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	24	27	30	29	14						
% of Enrollment	96.0 %	100.0 %	93.8 %	93.5 %	93.3 %						
Students with Scores	23	27	30	29	14						
Mean Scale Score	373.5	351.1	381.7	382.8	398.4						

% Advanced	17 %	15 %	43 %	45 %	43 %								
% Proficient	39 %	26 %	27 %	24 %	43 %								
% Basic	43 %	48 %	20 %	24 %	14 %								
% Below Basic	0 %	11 %	3 %	7 %	0 %								
% Far Below Basic	0 %	0 %	7 %	0 %	0 %								

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	23	27	30	29	14						
% of Enrollment	92.0 %	100.0 %	93.8 %	93.5 %	93.3 %						
Students with Scores	23	27	30	29	14						
Mean Scale Score	393.0	368.4	361.3	357.6	418.6						
% Advanced	35 %	33 %	23 %	24 %	43 %						
% Proficient	35 %	7 %	33 %	24 %	21 %						
% Basic	17 %	41 %	27 %	24 %	36 %						
% Below Basic	13 %	15 %	13 %	17 %	0 %						
% Far Below Basic	0 %	4 %	3 %	10 %	0 %						

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				29							
% of Enrollment				93.5 %							
Students with Scores				29							
Mean Scale Score				367.3							
% Advanced				21 %							
% Proficient				38 %							
% Basic				28 %							
% Below Basic				14 %							
% Far Below Basic				0 %							

Print Report

California Department of Education

[2018 California Department of Education](http://www.cde.ca.gov)
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Smarter Balanced Assessment Test Results for:
School: Two Rock Elementary

CDS Code: 49-70979-6052310

District: Two Rock Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

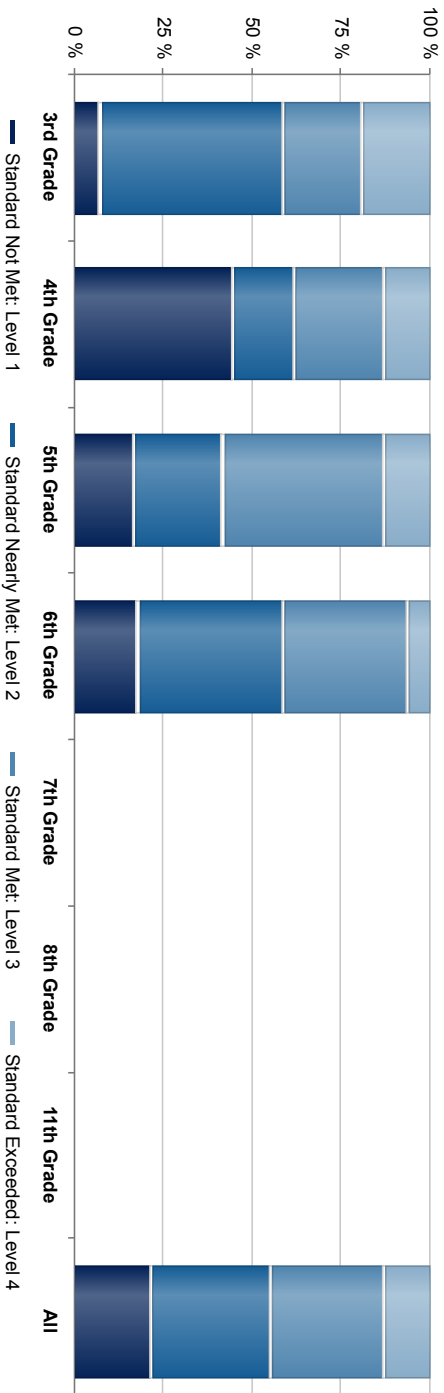
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	27	24	24	24	17	N/A	N/A	N/A	92
Number of Students Tested ¹	27	24	24	24	17	N/A	N/A	N/A	92
Number of Students With Scores ¹	27	24	24	24	17	N/A	N/A	N/A	92
Mean Scale Score	2437.0	2440.5	2504.9	2510.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	19 %	13 %	13 %	6 %	N/A	N/A	N/A	N/A	13 %
Standard Met: Level 3 ¹	22 %	25 %	46 %	35 %	N/A	N/A	N/A	N/A	32 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	52 %	17 %	25 %	41 %	N/A	N/A	N/A	34 %
Standard Not Met: Level 1 ¹	7 %	46 %	17 %	18 %	N/A	N/A	N/A	22 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	30 %	13 %	25 %	6 %	N/A	N/A	N/A	20 %
At or Near Standard ¹	33 %	42 %	58 %	63 %	N/A	N/A	N/A	47 %
Below Standard ¹	37 %	46 %	17 %	31 %	N/A	N/A	N/A	33 %




Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	19 %	21 %	17 %	19 %	N/A	N/A	N/A	19 %
At or Near Standard ¹	74 %	46 %	63 %	69 %	N/A	N/A	N/A	63 %
Below Standard ¹	7 %	33 %	21 %	13 %	N/A	N/A	N/A	19 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	19 %	17 %	21 %	6 %	N/A	N/A	N/A	16 %
At or Near Standard 	70 %	71 %	75 %	81 %	N/A	N/A	N/A	74 %
Below Standard 	11 %	13 %	4 %	13 %	N/A	N/A	N/A	10 %

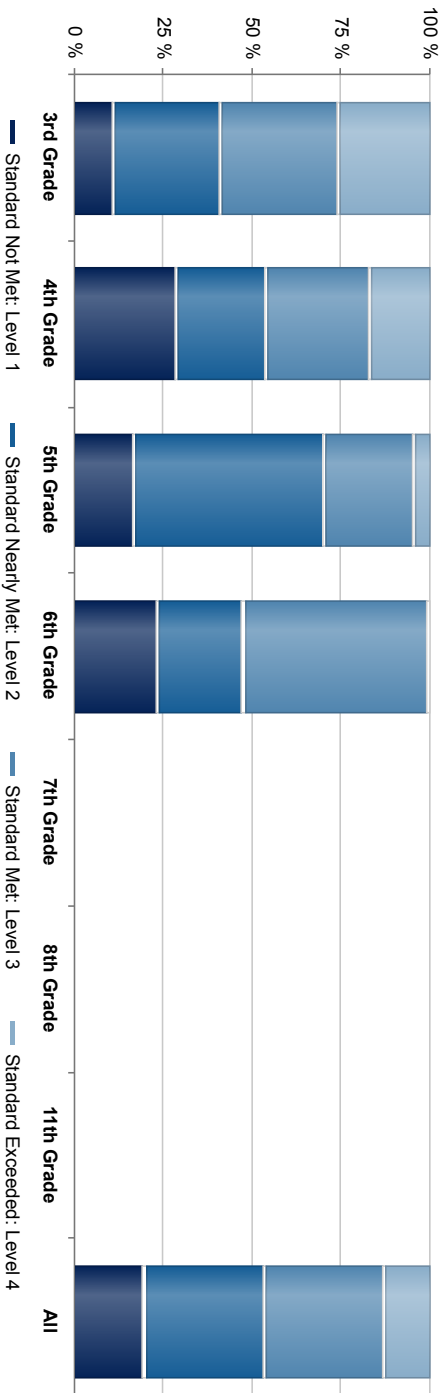
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26 %	15 %	33 %	6 %	N/A	N/A	N/A	22 %
At or Near Standard 	56 %	70 %	54 %	82 %	N/A	N/A	N/A	64 %
Below Standard 	19 %	15 %	13 %	12 %	N/A	N/A	N/A	15 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution





[Mathematics Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\).](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ¹	27	24	24	24	17	N/A	N/A	92
Number of Students Tested ¹	27	24	24	24	17	N/A	N/A	92
Number of Students With Scores ¹	27	24	24	24	17	N/A	N/A	92
Mean Scale Score	2449.7	2466.9	2499.1	2515.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	26 %	17 %	4 %	0 %	N/A	N/A	N/A	13 %
Standard Met: Level 3 ¹	33 %	29 %	25 %	53 %	N/A	N/A	N/A	34 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 	30 %	25 %	54 %	24 %	N/A	N/A	N/A	34 %
Standard Not Met: Level 1 	11 %	29 %	17 %	24 %	N/A	N/A	N/A	20 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	33 %	33 %	4 %	12 %	N/A	N/A	N/A	22 %
At or Near Standard 	44 %	25 %	67 %	53 %	N/A	N/A	N/A	47 %
Below Standard 	22 %	42 %	29 %	35 %	N/A	N/A	N/A	32 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	37 %	17 %	13 %	6 %	N/A	N/A	N/A	20 %
At or Near Standard 	52 %	54 %	63 %	59 %	N/A	N/A	N/A	57 %
Below Standard 	11 %	29 %	25 %	35 %	N/A	N/A	N/A	24 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	33 %	17 %	4 %	12 %	N/A	N/A	N/A	17 %
At or Near Standard 	59 %	50 %	71 %	65 %	N/A	N/A	N/A	61 %
Below Standard 	7 %	33 %	25 %	24 %	N/A	N/A	N/A	22 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for: **School: Two Rock Elementary**

CDS Code: 49-70979-6052310

District: Two Rock Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

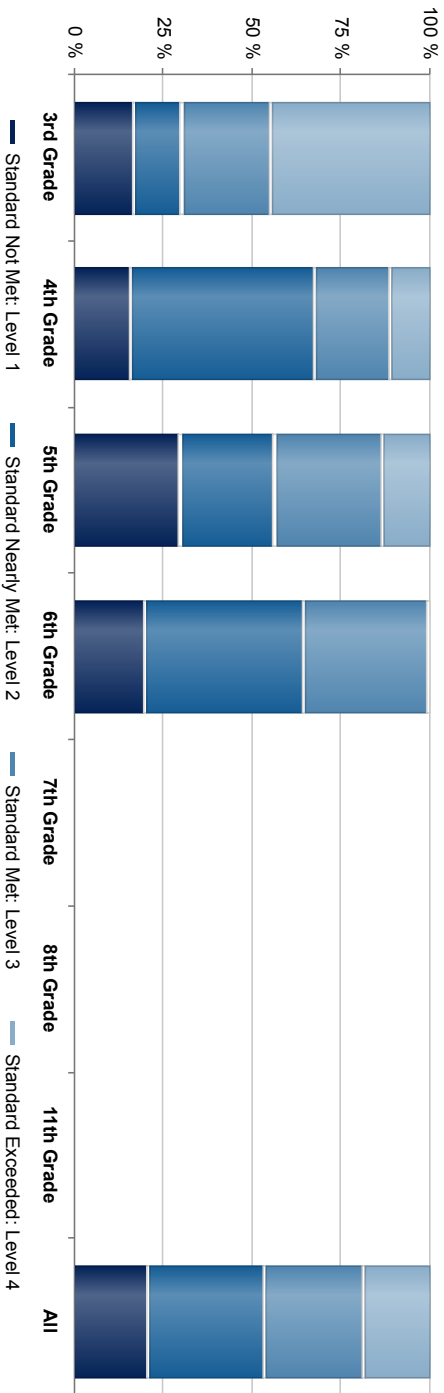
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	24	20	24	20	N/A	N/A	N/A	88
# of Students Tested ¹	24	19	23	20	N/A	N/A	N/A	86
# of Students With Scores ¹	24	19	23	20	N/A	N/A	N/A	86
Mean Scale Score	2467.9	2461.1	2488.3	2504.6	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	46 %	11 %	13 %	0 %	N/A	N/A	N/A	19 %
Standard Met: Level 3 ¹	25 %	21 %	30 %	35 %	N/A	N/A	N/A	28 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	13 %	53 %	26 %	45 %	N/A	N/A	N/A	33 %
Standard Not Met: Level 1 ⁽¹⁾	17 %	16 %	30 %	20 %	N/A	N/A	N/A	21 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	29 %	11 %	22 %	10 %	N/A	N/A	N/A	19 %
Near Standard ⁽¹⁾	58 %	68 %	43 %	80 %	N/A	N/A	N/A	62 %
Below Standard ⁽¹⁾	13 %	21 %	35 %	10 %	N/A	N/A	N/A	20 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	50 %	21 %	17 %	10 %	N/A	N/A	N/A	26 %
Near Standard ⁽¹⁾	38 %	47 %	43 %	50 %	N/A	N/A	N/A	44 %
Below Standard ⁽¹⁾	13 %	32 %	39 %	40 %	N/A	N/A	N/A	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	21 %	5 %	26 %	15 %	N/A	N/A	N/A	17 %
Near Standard ⁽¹⁾	67 %	84 %	57 %	75 %	N/A	N/A	N/A	70 %
Below Standard ⁽¹⁾	13 %	11 %	17 %	10 %	N/A	N/A	N/A	13 %

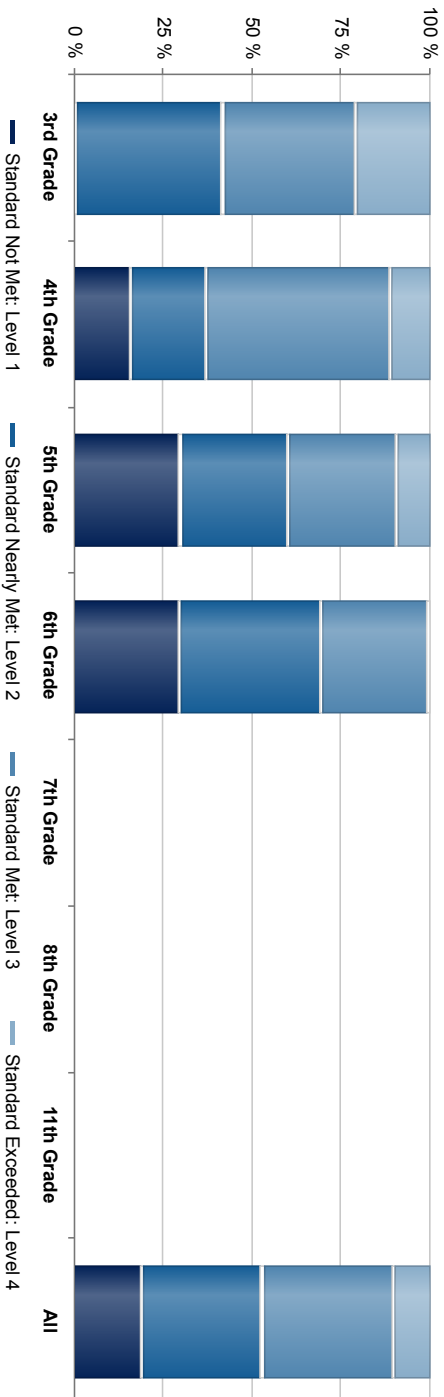
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	46 %	5 %	22 %	5 %	N/A	N/A	N/A	21 %
Near Standard ⁽¹⁾	33 %	84 %	57 %	80 %	N/A	N/A	N/A	62 %
Below Standard ⁽¹⁾	21 %	11 %	22 %	15 %	N/A	N/A	N/A	17 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	24	20	24	20	N/A	N/A	N/A	88
# of Students Tested ¹	24	19	23	20	N/A	N/A	N/A	86
# of Students With Scores ¹	24	19	23	20	N/A	N/A	N/A	86
Mean Scale Score	2460.3	2481.9	2493.9	2496.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21 %	11 %	9 %	0 %	N/A	N/A	N/A	10 %
Standard Met: Level 3 ¹	38 %	53 %	30 %	30 %	N/A	N/A	N/A	37 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	42 %	21 %	30 %	40 %	N/A	N/A	N/A	34 %
Standard Not Met: Level 1 1	0 %	16 %	30 %	30 %	N/A	N/A	N/A	19 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	33 %	47 %	9 %	5 %	N/A	N/A	N/A	23 %
Near Standard 1	58 %	26 %	61 %	50 %	N/A	N/A	N/A	50 %
Below Standard 1	8 %	26 %	30 %	45 %	N/A	N/A	N/A	27 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	46 %	11 %	13 %	0 %	N/A	N/A	N/A	19 %
Near Standard 1	50 %	58 %	48 %	55 %	N/A	N/A	N/A	52 %
Below Standard 1	4 %	32 %	39 %	45 %	N/A	N/A	N/A	29 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	33 %	16 %	13 %	5 %	N/A	N/A	N/A
Near Standard 	58 %	68 %	52 %	80 %	N/A	N/A	N/A	64 %
Below Standard 	8 %	16 %	35 %	15 %	N/A	N/A	N/A	19 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: Two Rock Elementary

CDS Code: 49-70979-6052310

District: Two Rock Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

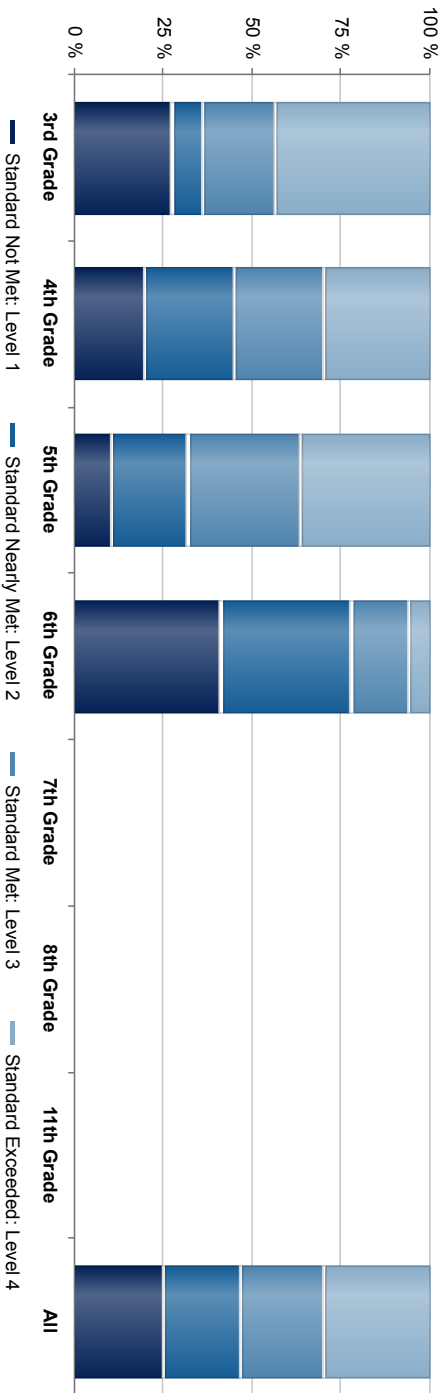
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	26	20	19	19	19	N/A	N/A	84
# of Students Tested ¹	25	20	19	19	19	N/A	N/A	83
# of Students With Scores ¹	25	20	19	19	19	N/A	N/A	83
Mean Scale Score	2449.6	2470.6	2539.9	2487.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	44.00 %	30.00 %	36.84 %	5.26 %	N/A	N/A	N/A	30.12 %
Standard Met: Level 3 ¹	20.00 %	25.00 %	31.58 %	15.79 %	N/A	N/A	N/A	22.89 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	8.00 %	25.00 %	21.05 %	36.84 %	N/A	N/A	N/A	21.69 %
Standard Not Met: Level 1 ¹	28.00 %	20.00 %	10.53 %	42.11 %	N/A	N/A	N/A	25.30 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	52.00 %	40.00 %	31.58 %	22.22 %	N/A	N/A	N/A	37.80 %
Near Standard ¹	20.00 %	40.00 %	57.89 %	55.56 %	N/A	N/A	N/A	41.46 %
Below Standard ¹	28.00 %	20.00 %	10.53 %	22.22 %	N/A	N/A	N/A	20.73 %



WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	40.00 %	20.00 %	36.84 %	11.11 %	N/A	N/A	N/A	28.05 %
Near Standard ¹	28.00 %	60.00 %	47.37 %	44.44 %	N/A	N/A	N/A	43.90 %
Below Standard ¹	32.00 %	20.00 %	15.79 %	44.44 %	N/A	N/A	N/A	28.05 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	28.00 %	15.00 %	31.58 %	5.56 %	N/A	N/A	N/A	20.73 %
Near Standard 	56.00 %	70.00 %	63.16 %	61.11 %	N/A	N/A	N/A	62.20 %
Below Standard 	16.00 %	15.00 %	5.26 %	33.33 %	N/A	N/A	N/A	17.07 %

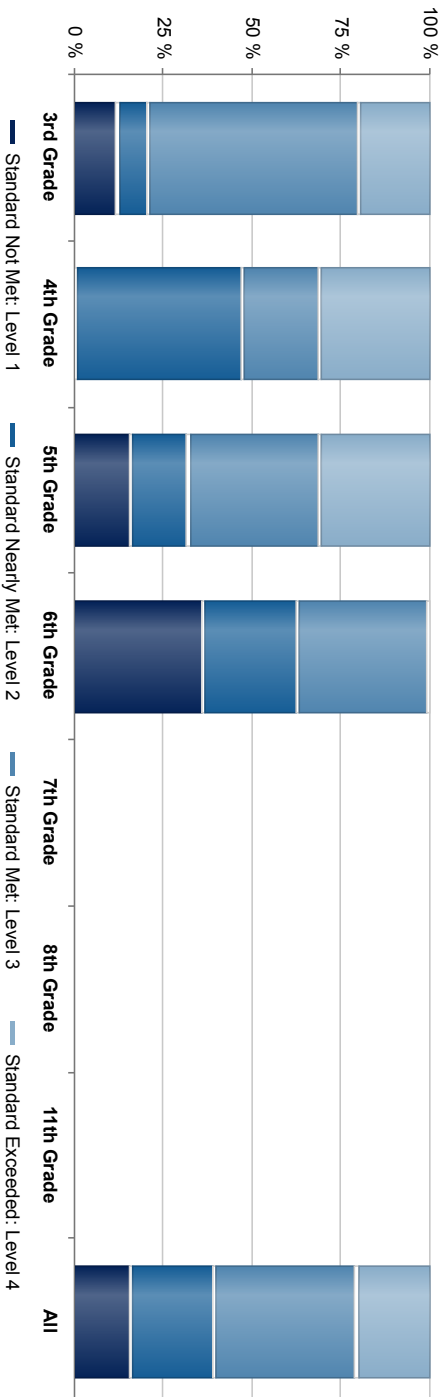
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	44.00 %	15.00 %	42.11 %	0.00 %	N/A	N/A	N/A	26.83 %
Near Standard 	40.00 %	65.00 %	52.63 %	77.78 %	N/A	N/A	N/A	57.32 %
Below Standard 	16.00 %	20.00 %	5.26 %	22.22 %	N/A	N/A	N/A	15.85 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	26	20	19	19	19	N/A	N/A	84
# of Students Tested ¹	25	19	19	19	19	N/A	N/A	82
# of Students With Scores ¹	25	19	19	19	19	N/A	N/A	82
Mean Scale Score	2465.1	2504.6	2551.0	2494.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.00 %	31.58 %	31.58 %	0.00 %	N/A	N/A	N/A	20.73 %
Standard Met: Level 3 ¹	60.00 %	21.05 %	36.84 %	36.84 %	N/A	N/A	N/A	40.24 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	8.00 %	47.37 %	15.79 %	26.32 %	N/A	N/A	N/A	23.17 %
Standard Not Met: Level 1 1	12.00 %	0.00 %	15.79 %	36.84 %	N/A	N/A	N/A	15.85 %

Mathematics Scale Score Ranges


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	44.00 %	42.11 %	47.37 %	15.79 %	N/A	N/A	N/A	37.80 %
 Near Standard 1	40.00 %	42.11 %	26.32 %	42.11 %	N/A	N/A	N/A	37.80 %
 Below Standard 1	16.00 %	15.79 %	26.32 %	42.11 %	N/A	N/A	N/A	24.39 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	52.00 %	26.32 %	42.11 %	15.79 %	N/A	N/A	N/A	35.37 %
 Near Standard 1	36.00 %	52.63 %	36.84 %	36.84 %	N/A	N/A	N/A	40.24 %
 Below Standard 1	12.00 %	21.05 %	21.05 %	47.37 %	N/A	N/A	N/A	24.39 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	36.00 %	42.11 %	26.32 %	10.53 %	N/A	N/A	N/A
Near Standard 	52.00 %	47.37 %	52.63 %	42.11 %	N/A	N/A	N/A	48.78 %
Below Standard 	12.00 %	10.53 %	21.05 %	47.37 %	N/A	N/A	N/A	21.95 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: Two Rock Elementary

CDS Code: 49-70979-6052310

District: Two Rock Union

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

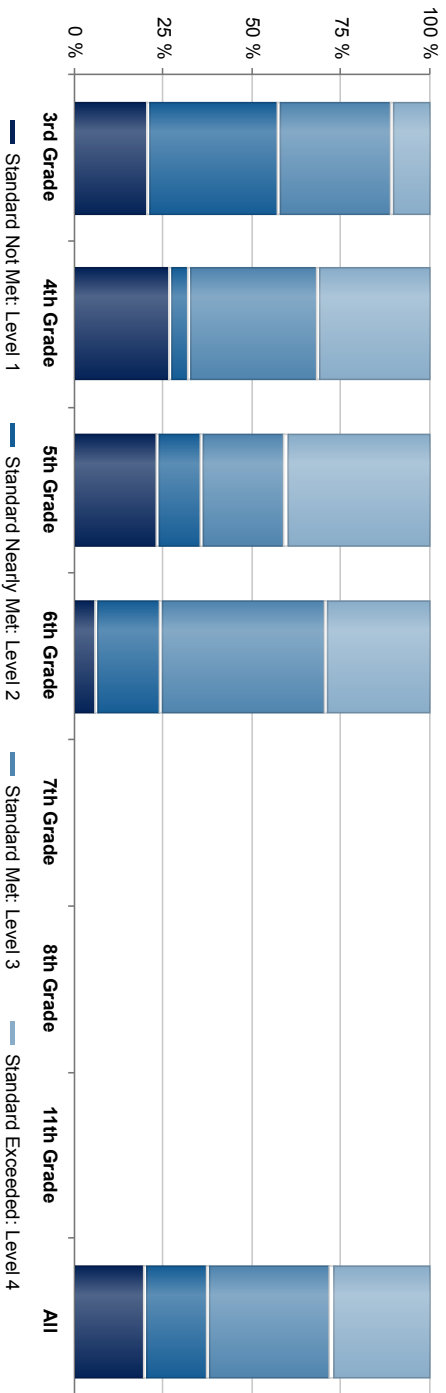
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	21	22	17	17	17	N/A	N/A	77
# of Students Tested ¹	19	22	17	17	17	N/A	N/A	75
# of Students With Scores ¹	19	22	17	17	17	N/A	N/A	75
Mean Scale Score	2419.9	2494.7	2545.8	2566.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	10.53 %	31.82 %	41.18 %	29.41 %	N/A	N/A	N/A	28.00 %
Standard Met: Level 3 ¹	31.58 %	36.36 %	23.53 %	47.06 %	N/A	N/A	N/A	34.67 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ⁽¹⁾	36.84 %	4.55 %	11.76 %	17.65 %	N/A	N/A	N/A	17.33 %
Standard Not Met: Level 1 ⁽¹⁾	21.05 %	27.27 %	23.53 %	5.88 %	N/A	N/A	N/A	20.00 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	21.05 %	31.82 %	41.18 %	29.41 %	N/A	N/A	N/A	30.67 %
Near Standard ⁽¹⁾	47.37 %	45.45 %	41.18 %	47.06 %	N/A	N/A	N/A	45.33 %
Below Standard ⁽¹⁾	31.58 %	22.73 %	17.65 %	23.53 %	N/A	N/A	N/A	24.00 %


WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	5.26 %	31.82 %	47.06 %	29.41 %	N/A	N/A	N/A	28.00 %
Near Standard ⁽¹⁾	42.11 %	45.45 %	29.41 %	70.59 %	N/A	N/A	N/A	46.67 %
Below Standard ⁽¹⁾	52.63 %	22.73 %	23.53 %	0.00 %	N/A	N/A	N/A	25.33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.05 %	27.27 %	23.53 %	11.76 %	N/A	N/A	N/A	21.33 %
Near Standard 	73.68 %	54.55 %	58.82 %	70.59 %	N/A	N/A	N/A	64.00 %
Below Standard 	5.26 %	18.18 %	17.65 %	17.65 %	N/A	N/A	N/A	14.67 %

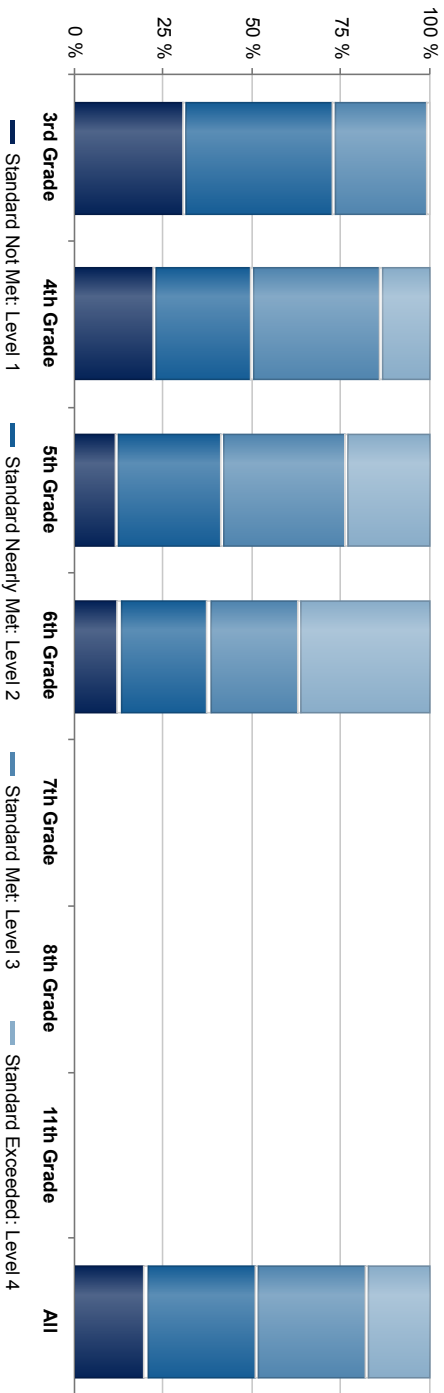
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.05 %	36.36 %	52.94 %	52.94 %	N/A	N/A	N/A	40.00 %
Near Standard 	52.63 %	50.00 %	29.41 %	41.18 %	N/A	N/A	N/A	44.00 %
Below Standard 	26.32 %	13.64 %	17.65 %	5.88 %	N/A	N/A	N/A	16.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	21	22	17	17	17	N/A	N/A	77
# of Students Tested ¹	19	22	17	17	17	N/A	N/A	75
# of Students With Scores ¹	19	22	17	16	N/A	N/A	N/A	74
Mean Scale Score	2394.8	2482.1	2534.4	2576.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	0.00 %	13.64 %	23.53 %	37.50 %	N/A	N/A	N/A	17.57 %
Standard Met: Level 3 ¹	26.32 %	36.36 %	35.29 %	25.00 %	N/A	N/A	N/A	31.08 %



Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	42.11 %	27.27 %	29.41 %	25.00 %	N/A	N/A	N/A	31.08 %
Standard Not Met: Level 1 1	31.58 %	22.73 %	11.76 %	12.50 %	N/A	N/A	N/A	20.27 %

Mathematics Scale Score Ranges




Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	5.26 %	40.91 %	23.53 %	37.50 %	N/A	N/A	N/A	27.03 %
 Near Standard 1	52.63 %	27.27 %	58.82 %	43.75 %	N/A	N/A	N/A	44.59 %
 Below Standard 1	42.11 %	31.82 %	17.65 %	18.75 %	N/A	N/A	N/A	28.38 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard 1	5.26 %	31.82 %	47.06 %	37.50 %	N/A	N/A	N/A	29.73 %
 Near Standard 1	68.42 %	45.45 %	23.53 %	37.50 %	N/A	N/A	N/A	44.59 %
 Below Standard 1	26.32 %	22.73 %	29.41 %	25.00 %	N/A	N/A	N/A	25.68 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	5.26 %	27.27 %	35.29 %	31.25 %	N/A	N/A	N/A
Near Standard 	42.11 %	50.00 %	58.82 %	50.00 %	N/A	N/A	N/A	50.00 %
Below Standard 	52.63 %	22.73 %	5.88 %	18.75 %	N/A	N/A	N/A	25.68 %

[Mathematics Area Achievement Level Descriptors](#)



Accrediting Commission for Schools

533 Airport Boulevard, Suite 200
 Burlingame, California 94010
 (650) 696-1060 • Fax (650) 696-1867
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JILL ZODROW
 Hawaii State Department of Education

June 29, 2012

Ms. Kelly Mannion
 Executive Director
 River Montessori Charter School
 3880 Cypress Drive
 Petaluma, CA 94954

Dear Ms. Mannion:

I am pleased to inform you that the Accrediting Commission for Schools of the Western Association of Schools and Colleges has granted River Montessori Charter School (grades 1st through 6th) initial accreditation during the WASC Summer Commission meeting. The term of initial accreditation will run through June 30, 2015.

Prior to the end of this period, schools must complete a self-study assessment and submit a written self-study report, including progress made in addressing the initial recommendations. The emphasis of the self-study should be the evaluation of the effectiveness of the school's programs and operations to support high achievement of all students based on the WASC criteria. The resulting schoolwide action plan should reflect a synthesis of the identified growth areas and serve as a guide for ongoing improvement.

Self-study training is provided in three sessions and must be attended beginning in the fall eighteen (18) months prior to the scheduled full self-study visit. Schools will be expected to have key staff participate in these training sessions.

Subsequently, the school will be visited by a WASC Visiting Committee to evaluate the school's programs and operations and the impact on student learning. The team will review the school's self-study findings and review supporting evidence, conduct classroom observations, and dialogue with all stakeholders. As a result of this visit, the Visiting Committee will recommend a term of accreditation to the WASC Commission. The WASC Commission will then grant or deny accreditation to the school.

In order to gain a better understanding of the WASC accreditation process during the initial accreditation period, we encourage schools to arrange for staff members to serve on WASC Visiting Committees to other schools. A Volunteer Member Data Sheet is enclosed to allow you to apply for this opportunity.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Schools Commission of the Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Schools Commission of the Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the WASC accredited seal which can be obtained from the WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Western Association of Schools and Colleges
Accrediting Commission for Schools
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

Again, welcome to the WASC family. We believe that WASC can support you in "adding value" to the education of the students whom you serve. Please contact us if you have questions or if we can be of further assistance.

Sincerely,



David E. Brown, Ph.D.
Executive Director

DEB:ja

Enclosures: Initial Visit Report
Substantive Change Procedures
Volunteer Member Data Sheet
WASC Accreditation Stamp Information Sheet

cc: Chairperson, Initial Visit Committee
Superintendent

Smarter Balanced Assessment Test Results for:

School: West Side Elementary

CDS Code: 49-71001-6052336

District: West Side Union Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group:

[Apply Selections](#)

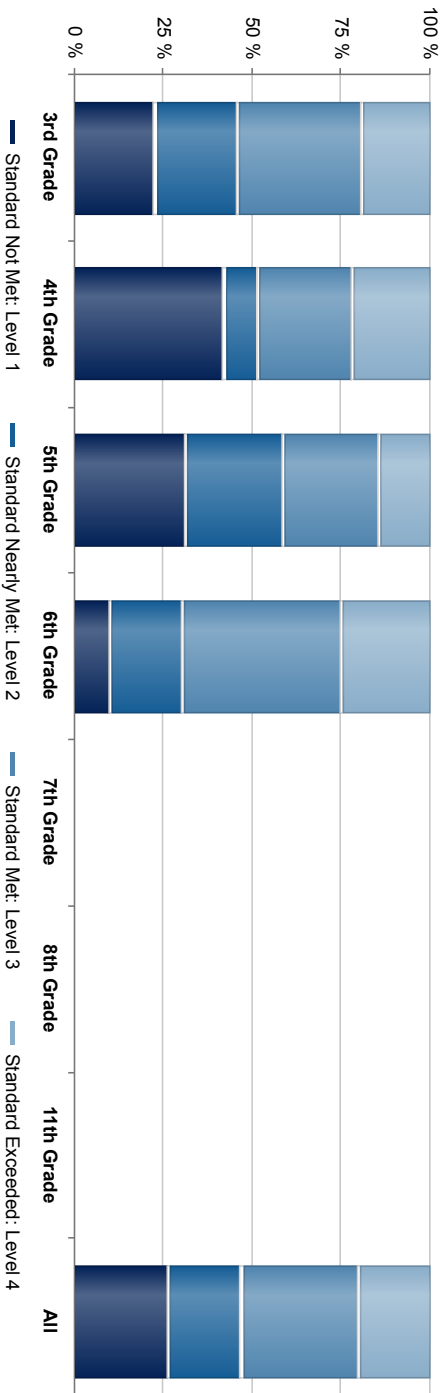
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	25	24	20	N/A	N/A	N/A	96
# of Students Tested ¹	26	23	22	20	N/A	N/A	N/A	91
# of Students With Scores ¹	26	23	22	20	N/A	N/A	N/A	91
Mean Scale Score	2416.9	2462.5	2485.0	2565.5	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	19 %	22 %	14 %	25 %	N/A	N/A	N/A	20 %
Standard Met: Level 3 ¹	35 %	26 %	27 %	45 %	N/A	N/A	N/A	33 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	23 %	9 %	27 %	20 %	N/A	N/A	N/A	20 %
Standard Not Met: Level 1 ¹	23 %	43 %	32 %	10 %	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	19 %	26 %	14 %	45 %	N/A	N/A	N/A	25 %
Near Standard ¹	42 %	39 %	59 %	35 %	N/A	N/A	N/A	44 %
Below Standard ¹	38 %	35 %	27 %	20 %	N/A	N/A	N/A	31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	16 %	26 %	9 %	35 %	N/A	N/A	N/A	21 %
Near Standard ¹	64 %	39 %	55 %	50 %	N/A	N/A	N/A	52 %
Below Standard ¹	20 %	35 %	36 %	15 %	N/A	N/A	N/A	27 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	15 %	22 %	14 %	30 %	N/A	N/A	N/A	20 %
Near Standard ⁽¹⁾	62 %	61 %	64 %	65 %	N/A	N/A	N/A	63 %
Below Standard ⁽¹⁾	23 %	17 %	23 %	5 %	N/A	N/A	N/A	18 %

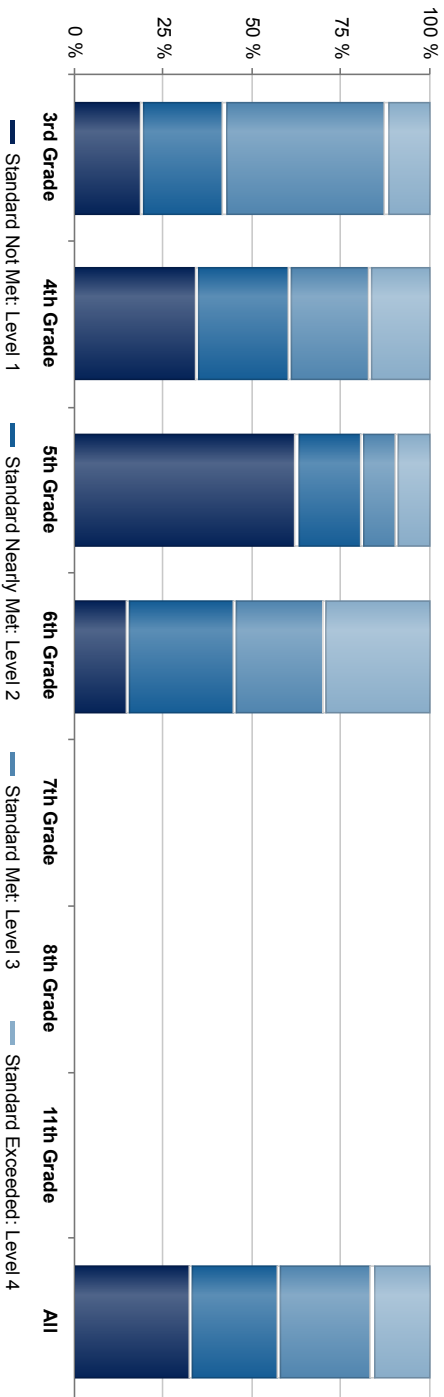
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁽¹⁾	15 %	17 %	27 %	55 %	N/A	N/A	N/A	27 %
Near Standard ⁽¹⁾	65 %	52 %	59 %	35 %	N/A	N/A	N/A	54 %
Below Standard ⁽¹⁾	19 %	30 %	14 %	10 %	N/A	N/A	N/A	19 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	27	25	24	20	N/A	N/A	N/A	96
# of Students Tested ¹	26	23	22	20	N/A	N/A	N/A	91
# of Students With Scores ¹	26	23	22	20	N/A	N/A	N/A	91
Mean Scale Score	2435.6	2459.8	2443.2	2557.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	12 %	17 %	9 %	30 %	N/A	N/A	N/A	16 %
Standard Met: Level 3 ¹	46 %	22 %	9 %	25 %	N/A	N/A	N/A	26 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	23 %	26 %	18 %	30 %	N/A	N/A	N/A	24 %
Standard Not Met: Level 1 1	19 %	35 %	64 %	15 %	N/A	N/A	N/A	33 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.



CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	31 %	22 %	18 %	40 %	N/A	N/A	N/A	27 %
Near Standard 1	42 %	30 %	9 %	25 %	N/A	N/A	N/A	27 %
Below Standard 1	27 %	48 %	73 %	35 %	N/A	N/A	N/A	45 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	35 %	22 %	9 %	30 %	N/A	N/A	N/A	24 %
Near Standard 1	50 %	43 %	36 %	30 %	N/A	N/A	N/A	41 %
Below Standard 1	15 %	35 %	55 %	40 %	N/A	N/A	N/A	35 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	23 %	26 %	5 %	40 %	N/A	N/A	N/A
Near Standard 	58 %	30 %	32 %	45 %	N/A	N/A	N/A	42 %
Below Standard 	19 %	43 %	64 %	15 %	N/A	N/A	N/A	35 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: West Side Elementary

CDS Code: 49-71001-6052336

District: West Side Union Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

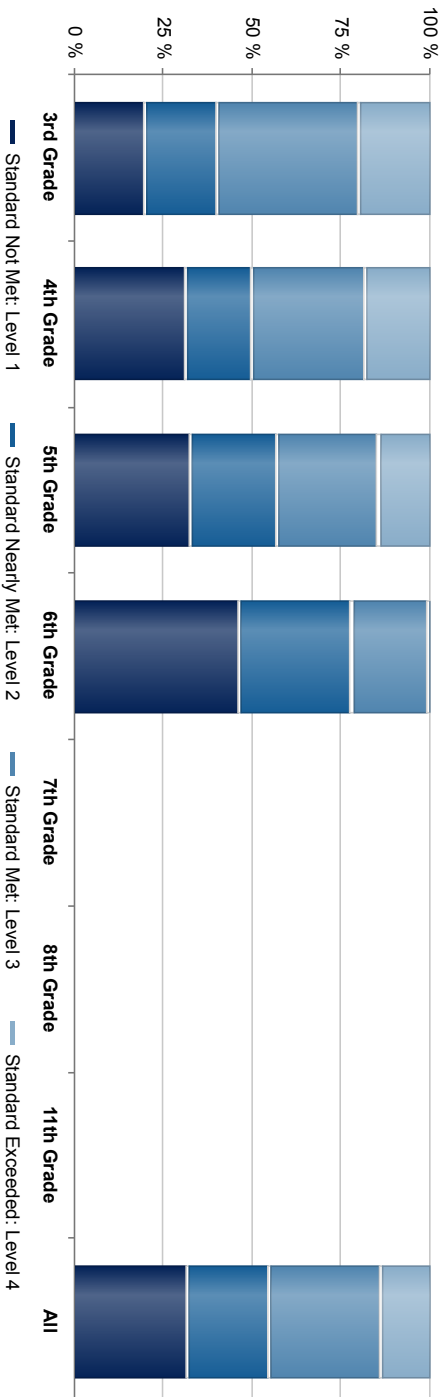
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	25	23	20	N/A	N/A	N/A	93
# of Students Tested ¹	25	22	21	19	N/A	N/A	N/A	87
# of Students With Scores ¹	25	22	21	19	N/A	N/A	N/A	87
Mean Scale Score	2436.6	2467.0	2488.5	2469.9	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	20.00 %	18.18 %	14.29 %	0.00 %	N/A	N/A	N/A	13.79 %
Standard Met: Level 3 ¹	40.00 %	31.82 %	28.57 %	21.05 %	N/A	N/A	N/A	31.03 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	20.00 %	18.18 %	23.81 %	31.58 %	N/A	N/A	N/A	22.99 %
Standard Not Met: Level 1 ¹	20.00 %	31.82 %	33.33 %	47.37 %	N/A	N/A	N/A	32.18 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	24.00 %	22.73 %	28.57 %	5.26 %	N/A	N/A	N/A	20.69 %
Near Standard ¹	60.00 %	54.55 %	33.33 %	57.89 %	N/A	N/A	N/A	51.72 %
Below Standard ¹	16.00 %	22.73 %	38.10 %	36.84 %	N/A	N/A	N/A	27.59 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	28.00 %	13.64 %	19.05 %	10.53 %	N/A	N/A	N/A	18.39 %
Near Standard ¹	40.00 %	50.00 %	47.62 %	31.58 %	N/A	N/A	N/A	42.53 %
Below Standard ¹	32.00 %	36.36 %	33.33 %	57.89 %	N/A	N/A	N/A	39.08 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	16.00 %	22.73 %	19.05 %	10.53 %	N/A	N/A	N/A	17.24 %
Near Standard 	60.00 %	59.09 %	61.90 %	52.63 %	N/A	N/A	N/A	58.62 %
Below Standard 	24.00 %	18.18 %	19.05 %	36.84 %	N/A	N/A	N/A	24.14 %

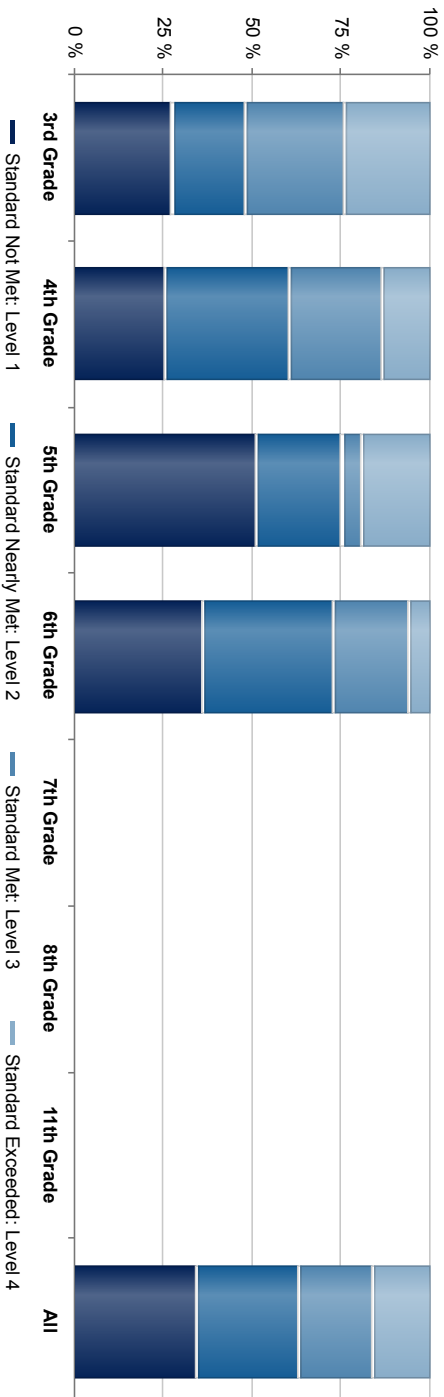
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	28.00 %	22.73 %	23.81 %	0.00 %	N/A	N/A	N/A	19.54 %
Near Standard 	60.00 %	68.18 %	42.86 %	52.63 %	N/A	N/A	N/A	56.32 %
Below Standard 	12.00 %	9.09 %	33.33 %	47.37 %	N/A	N/A	N/A	24.14 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	25	25	23	20	N/A	N/A	N/A	93
# of Students Tested ¹	25	23	21	19	N/A	N/A	N/A	88
# of Students With Scores ¹	25	23	21	19	N/A	N/A	N/A	88
Mean Scale Score	2434.0	2464.6	2460.5	2487.0	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	24.00 %	13.04 %	19.05 %	5.26 %	N/A	N/A	N/A	15.91 %
Standard Met: Level 3 ¹	28.00 %	26.09 %	4.76 %	21.05 %	N/A	N/A	N/A	20.45 %


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	20.00 %	34.78 %	23.81 %	36.84 %	N/A	N/A	N/A	28.41 %
Standard Not Met: Level 1 1	28.00 %	26.09 %	52.38 %	36.84 %	N/A	N/A	N/A	35.23 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	40.00 %	21.74 %	23.81 %	5.26 %	N/A	N/A	N/A	23.86 %
	Near Standard 1	32.00 %	43.48 %	9.52 %	52.63 %	N/A	N/A	N/A	34.09 %
	Below Standard 1	28.00 %	34.78 %	66.67 %	42.11 %	N/A	N/A	N/A	42.05 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 1	36.00 %	13.04 %	19.05 %	5.26 %	N/A	N/A	N/A	19.32 %
	Near Standard 1	40.00 %	60.87 %	33.33 %	42.11 %	N/A	N/A	N/A	44.32 %
	Below Standard 1	24.00 %	26.09 %	47.62 %	52.63 %	N/A	N/A	N/A	36.36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	24.00 %	13.04 %	9.52 %	5.26 %	N/A	N/A	N/A
Near Standard 	44.00 %	56.52 %	42.86 %	68.42 %	N/A	N/A	N/A	52.27 %
Below Standard 	32.00 %	30.43 %	47.62 %	26.32 %	N/A	N/A	N/A	34.09 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:
School: West Side Elementary

CDS Code: 49-71001-6052336

District: West Side Union Elementary

County: Sonoma

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year: Select Student Group: [Apply Selections](#)

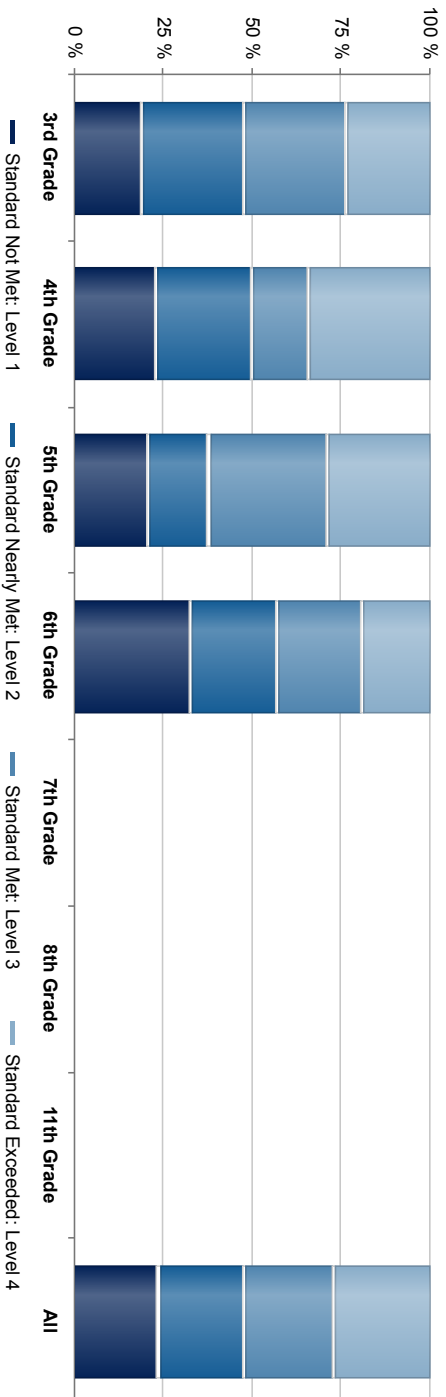
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	21	26	24	21	21	N/A	N/A	92
# of Students Tested ¹	21	26	24	21	21	N/A	N/A	92
# of Students With Scores ¹	21	26	24	21	21	N/A	N/A	92
Mean Scale Score	2432.8	2483.2	2518.5	2509.3	2509.3	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	23.81 %	34.62 %	29.17 %	19.05 %	N/A	N/A	N/A	27.17 %
Standard Met: Level 3 ¹	28.57 %	15.38 %	33.33 %	23.81 %	N/A	N/A	N/A	25.00 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 ¹	28.57 %	26.92 %	16.67 %	23.81 %	N/A	N/A	N/A	23.91 %
Standard Not Met: Level 1 ¹	19.05 %	23.08 %	20.83 %	33.33 %	N/A	N/A	N/A	23.91 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	28.57 %	34.62 %	25.00 %	19.05 %	N/A	N/A	N/A	27.17 %
Near Standard ¹	38.10 %	42.31 %	45.83 %	47.62 %	N/A	N/A	N/A	43.48 %
Below Standard ¹	33.33 %	23.08 %	29.17 %	33.33 %	N/A	N/A	N/A	29.35 %




WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	19.05 %	34.62 %	37.50 %	28.57 %	N/A	N/A	N/A	30.43 %
Near Standard ¹	66.67 %	42.31 %	37.50 %	33.33 %	N/A	N/A	N/A	44.57 %
Below Standard ¹	14.29 %	23.08 %	25.00 %	38.10 %	N/A	N/A	N/A	25.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	14.29 %	19.23 %	20.83 %	19.05 %	N/A	N/A	N/A	18.48 %
Near Standard 	61.90 %	53.85 %	54.17 %	52.38 %	N/A	N/A	N/A	55.43 %
Below Standard 	23.81 %	26.92 %	25.00 %	28.57 %	N/A	N/A	N/A	26.09 %

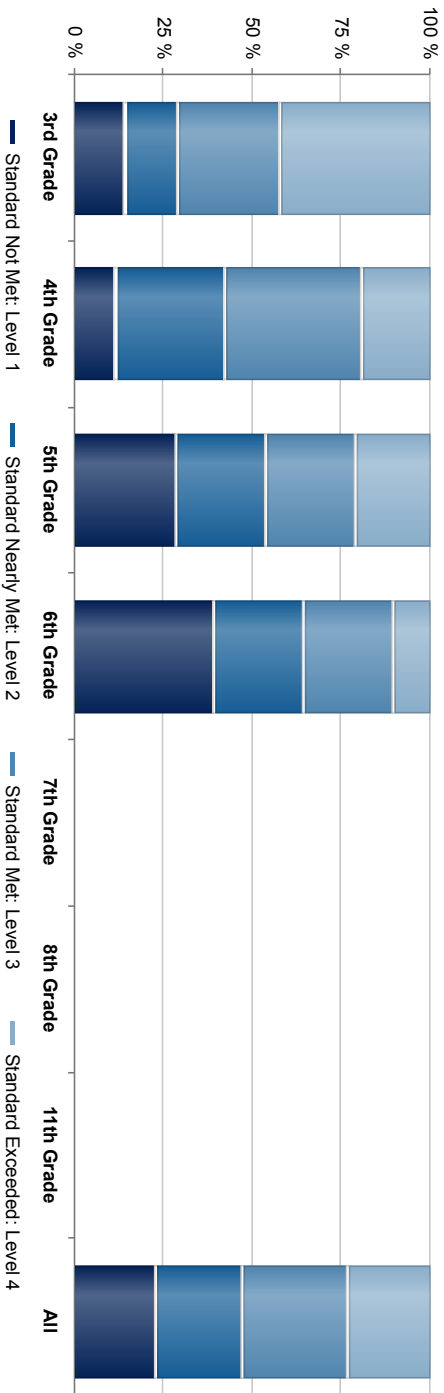
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	33.33 %	34.62 %	37.50 %	28.57 %	N/A	N/A	N/A	33.70 %
Near Standard 	57.14 %	46.15 %	41.67 %	47.62 %	N/A	N/A	N/A	47.83 %
Below Standard 	9.52 %	19.23 %	20.83 %	23.81 %	N/A	N/A	N/A	18.48 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data).

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ¹	21	26	24	21	N/A	N/A	N/A	92
# of Students Tested ¹	21	26	24	20	N/A	N/A	N/A	91
# of Students With Scores ¹	21	26	24	20	N/A	N/A	N/A	91
Mean Scale Score	2469.6	2489.0	2505.1	2502.2	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	42.86 %	19.23 %	20.83 %	10.00 %	N/A	N/A	N/A	23.08 %
Standard Met: Level 3 ¹	28.57 %	38.46 %	25.00 %	25.00 %	N/A	N/A	N/A	29.67 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2 1	14.29 %	30.77 %	25.00 %	25.00 %	N/A	N/A	N/A	24.18 %
Standard Not Met: Level 1 1	14.29 %	11.54 %	29.17 %	40.00 %	N/A	N/A	N/A	23.08 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	47.62 %	38.46 %	29.17 %	25.00 %	N/A	N/A	N/A	35.16 %
Near Standard 1	38.10 %	23.08 %	33.33 %	20.00 %	N/A	N/A	N/A	28.57 %
Below Standard 1	14.29 %	38.46 %	37.50 %	55.00 %	N/A	N/A	N/A	36.26 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 1	57.14 %	23.08 %	16.67 %	10.00 %	N/A	N/A	N/A	26.37 %
Near Standard 1	23.81 %	53.85 %	45.83 %	55.00 %	N/A	N/A	N/A	45.05 %
Below Standard 1	19.05 %	23.08 %	37.50 %	35.00 %	N/A	N/A	N/A	28.57 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	66.67 %	26.92 %	12.50 %	5.00 %	N/A	N/A	N/A
Near Standard 	23.81 %	61.54 %	66.67 %	55.00 %	N/A	N/A	N/A	52.75 %
Below Standard 	9.52 %	11.54 %	20.83 %	40.00 %	N/A	N/A	N/A	19.78 %

[Mathematics Area Achievement Level Descriptors](#)

River Montessori Charter School
Multiple Year Projected Budget

		2.57%	2.67%	2.67%
		Budget	Budget	Budget
		2019-2020	2020-2021	2021-2022
Object #	DESCRIPTION			
REVENUE				
8000-8999	Revenues			
8011	Local Control Funding Formula (LCFF)	582,319	597,867	613,830
8096	In Lieu of Property Tax (LCFF)	852,896	875,669	899,049
8012	Education Protection Account (LCFF)	54,933	56,400	57,906
3310-8181	Federal IDEA (Special Education)	21,170	21,736	22,316
6512-8590	Special Education Mental Health	0	0	0
1100-8560	State Lottery Revenue	24,768	24,768	24,768
6300-8560	State Lottery Revenue Prop 20	7,740	7,740	7,740
8550	Mandated Block Grant	53,544	53,544	53,544
8660	Interest	2,000	2,000	2,000
8650	Rent, Other	0	0	0
8699-FOUN	Donation from River Foundation	85,000	85,000	85,000
8699-FOUN	Music Program (Foundation)	0	0	0
8699-DAYC	River Crew Revenue	81,000	82,000	83,000
8699-Other	Field Trip Donations & Fundraisers	20,000	20,000	20,000
6500-8792	Special Education-State	88,387	90,747	93,169
TOTAL REVENUES		1,873,757	1,917,469	1,962,322
SALARIES/WAGES				
1000-1999	Certificated Positions			
1100	Teachers Salaries	362,720	372,405	382,348
1100	Substitutes	6,282	6,450	6,622
6500-1100	Teacher Salaries - Special Education	80,892	83,052	85,270
3310-1100	Teacher-Federal IDEA	32,351	33,214	34,101
5000-1100	River Crew Director/Cert Supervisor	1,231	1,264	1,297
1300	Certificated Admin Salaries	107,203	110,065	113,004
Subtotal - Certificated Salaries		590,679	606,450	622,642
2000-2999	Classified Positions			
2100	Non Certificated Instruction (TAs)	131,895	135,416	139,032
2100	Non Certificated Instruction (Music)	15,078	15,480	15,894
6500-2100	Non Cert Special Education (TAs)	17,462	17,928	18,406
7200-2300	Business Manager	61,465	63,106	64,791
2700-2400	Office Coordinator/Registrar	56,721	58,235	59,790
2700-2400	Office Assistant	31,478	32,319	33,182
5000-2100	River Crew Salaries	72,004	73,927	75,900
Subtotal - Classified Salaries		386,102	396,411	406,995
TOTAL Salaries		976,781	1,002,861	1,029,638
3000-3999	Employee Benefits			
3101	STRS- Certificated	107,090	115,832	118,925
3202	PERS- Classified	0	0	0
3902	403(b) Retirement	3,693	3,791	3,892
3311	OASDI- Certificated (.062)	0	0	0
3312	OASDI- Classified (.062)	23,938	24,577	25,234
3331	Medicare/Alt- Certificated (.0145)	8,565	8,794	9,028
3332	Medicare/Classified (.0145)	5,598	5,748	5,901
3401	Health/Welfare- Certificated	82,622	84,828	87,093
3402	Health/Welfare- Classified	31,692	32,539	33,407
3501	SUI- Certificated (.01)	5,907	6,065	6,226
3502	SUI- Classified (.01)	3,861	3,964	4,070
3601	Workers Comp- Certificated	7,797	8,005	8,219
3602	Workers Comp- Classified	5,097	5,233	5,372
Subtotal - Benefits		285,860	299,375	307,369
TOTAL SALARIES & WAGES		1,262,641	1,302,237	1,337,006

River Montessori Charter School
Multiple Year Projected Budget

BOOKS & MATERIALS				
4000-4999 Books & Supplies				
4310	Student Materials	20,000	20,000	20,000
4310-FDTP	Student Materials (Field Trip)	20,000	20,000	20,000
4340	Computer Software	6,000	6,100	6,200
4350	Office Supplies	7,200	7,350	7,500
4370	Custodial Supplies	5,130	5,267	5,400
4390	Other Supplies	2,000	2,000	2,000
4400	Equipment/Furniture	10,000	10,000	10,000
4700	Food	20,000	20,000	20,000
TOTAL MATERIALS & SUPPLIES		90,330	90,717	91,100
SERVICES & OPER EXP (UNRESTRICTED)				
5000-5999 Services & Operations				
5201	Travel, Mileage	14,150	14,527	14,915
5202	Conference Expense & Tuition Reimbursement	11,590	11,900	12,218
5301	Dues	1,500	1,600	1,600
5450	Other Insurance (Property & Liability)	14,360	14,743	15,137
5500	Utilities	8,206	8,425	8,650
5510	Janitorial Service	27,000	28,000	29,000
5600	Non Capitalized Improvements	10,257	10,531	10,812
5601	Lease	246,387	252,966	259,720
5630	Maintenance	5,129	5,265	5,406
5800	Other Operating Costs	500	500	500
5809	Vendor/Consultants	26,207	26,906	27,625
5812	Printing	2,000	500	500
5817	Data Processing - SCOE	1,309	1,344	1,380
5821	Audit Costs	10,257	10,531	10,812
5823	Legal	10,257	10,531	10,812
5830	Prof/Consultant Fees	513	527	541
5850	Advertising	5,000	5,000	5,000
5860	Other Employment costs	500	500	500
5862	Fingerprinting Fees	821	842	865
5883	Oversight Fee - OAUSD	15,113	15,517	15,931
5884	Miscellaneous Expense	200	200	200
5885	Copier - Lease	5,129	5,265	5,406
5911	Telephone	4,616	4,739	4,865
5940	Communications- Internet	4,923	5,055	5,190
5950	Postage	256	263	270
TOTAL SERVICES & OTHER OPER EXP		426,178	436,177	447,854
CAPITAL OUTLAY				
6000-6999				
6100	Improvement to Sites/Bldgs.	0	0	0
6900	Depreciation Expense	52,000	52,000	52,000
OTHER OUTGO				
7000-7999				
7438	Other Debt Service Payments (Interest)	0	0	0
TOTAL 6000/7000 SERIES		52,000	52,000	52,000
Total Expenditures		1,831,149	1,881,131	1,927,960
Overage/(Deficit)		42,608	36,339	34,362

River Montessori Charter School

Board of Directors' Skills Matrix and Inventory

Synopsis of key board requirements

		Knowledge, Skills, and Experience																								
		Please indicate knowledge, skills, and experience for each category																								
		Advanced = 3					Intermediate = 2					Beginner = 1					None = 0									
Board Members	Name	Years on Board	Accounting	Board & Governance	Business Mgmt	Finance/Payroll	Facilities	Diversity Issues	Education	Ethics	Marketing/PR	Government & Gov Relations	School Administration & Policy	Human Resources Mgmt	Information Technology	Parent Relations/ Communications	Legal	Student Advocacy	Political Acumen	Public Affairs & Communications	Quality & Student Safety Mgmt	Quality & Performance Mgmt	Research	Risk Management	Stakeholder Engagement	Strategic Planning
			Puch	4	3	2	3	3	1	3	2	3	0	0	2	3	2	2	2	2	2	2	2	2	3	3
Hautau	7	1	3	2	0	1	2	3	2	3	2	1	0	0	2	0	2	2	1	0	0	1	1	0	2	
Lohrentz	6	2	2	2	2	1	3	2	2	1	2	1	0	2	1	2	0	2	1	1	1	3	1	2	3	
Royes	< 1	1	3	2	1	3	3	2	2	3	3	1	3	1	2	2	2	3	2	2	2	2	3	2	3	
Hammons	< 1	2	3	2	2	2	2+	3	3	2+	3	3	3	3	3	3	3	3	2+	2+	2	3	2	2	3	2+
Covarrubias	2	0	1	1	1	0	1	0	2	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	

Date of completion: 10/13/2018

River Montessori Charter School Board of Directors

Eresa Puch, Chair & Parent Member

My name is Eresa Puch, a grateful mother of two boys, Angelo who graduated from River Montessori in 2014 and Zac who is currently a student. River Montessori has been our children's second home and our family's treasured community. My husband Celso and I find fulfillment in engaging with the passionate causes of the school, the Foundation, and the board.

My professional background has been nurtured by over ten years of work in Finance, Internal Audit, and Compliance from various industries such as healthcare and education management. I earned an Executive Master's degree in Business Administration from Sonoma State University. I was born in the Philippines and moved to California at the age of 19. Petaluma has been our home for over a decade.

I fully support and embrace the values and goals that fuel and energize the entire River Montessori community including its Foundation and Governing Board. It is my great honor and commitment to be of service to other parents and guardians in supporting and sustaining our River Montessori Charter School community.

Ginny Hautau, Vice Chair & Community Member

Sonoma County native and active member of her community, Ginny Hautau is a former elementary school teacher-turned-interior-designer who brings environmental, entrepreneurial, and civic experience to the River Montessori Charter School board. Ginny has worked in the field of graphic design, illustration and currently owns a small interior design business, which focuses on healthy environments for children. Ginny is a garden advocate and has designed school gardens in the Petaluma City Schools. She has also served on the Petaluma Visitor's Advisory Committee, the board of Heritage Homes of Petaluma (as board president) and is a hospice volunteer. She holds a B.A. in fine art from Sonoma State University, as well as a multiple-subject K-8 California teaching credential and a supplementary K-12 credential in art. Ginny is also the parent of three former RMCS students.

Tim Lohrentz, Treasurer & Community Member

Tim Lohrentz has experience in community development, finance, nonprofit governance, and education policy. This is Tim's second term on the River Montessori Charter School board, having served as a founding parent member until October 2012. Tim lives in Oakland and works as a Principal Financial Analyst with the Operating Budgets Department of the Bay Area Rapid Transit District (BART). Tim has written dozens of research reports, including on the topic of the economic impact of early care and education for First Five Los Angeles and the Children's Cabinet (Reno), as well as on inclusion in government agency procurement. He has also worked as a strategic planner in collaboration with an after-school program in Marin City and in collaboration with a youth organization in Daly City, related to effects of payday lending on families. Prior to moving to California in 2004, Tim was a research consultant to Strategic Learning Initiatives in Chicago.

Tim has a master's degree in urban planning and policy from the University of Illinois at Chicago. He has traveled over 30 times to Central America and is currently writing a book about the origins of the Maya. Tim's son graduated from River Montessori Charter School in June 2013.

Glenn Royes, Secretary Parent & Community Member

I am very much aligned with the goals and focus of RMCS and would like to use the skills gained in my 25+ years in the U.S. Coast Guard to help RMCS reach its full potential as a public, tuition free charter school delivering Montessori education from TK through 12th grade.

As a proud parent of two, I've come to truly appreciate the uniqueness of RMCS and understand how special it is. After watching our son's struggles with traditional teaching methodologies, my wife and I felt lost. Finding the RMCS community was a true blessing. I strongly believe the child-centered approach to learning delivered by RMCS is a gift to our family and the local community.

With over 25 years of health program administration, workforce training, and human resource management, I have become an expert in analyzing, planning, developing, implementing, and evaluating training and curricula. I have managed over 830 personnel and budgets of \$1.5M+ and am adept at human performance technology and instructional system design. I have served on multiple Boards and Committees at the highest levels of our government in Washington D.C. and locally as the U. S. Coast Guard Training Center Petaluma's community volunteer coordinator. I am also a previous Vice President of Rebuilding Together Petaluma's Board of Directors.

Michelle Hammons, Community Member

The 2018-2019 school year will be Michelle's 25th year in Public Montessori education. She is currently in her 16th year as principal of Eagle Peak Montessori School. Prior to her time at EPMS, she served as Assistant Principal of Alief Montessori Charter School in Houston, Texas, and taught in the public Montessori program in Waco, Texas. She also worked with Houston Montessori Center as a field consultant, observing and evaluating intern teachers at various Montessori schools. Michelle currently serves on the American Montessori Society's Board of Directors and formerly served as chair of the Public Policy Committee for the American Montessori Society. For several years, Michelle also worked with the Charter School Development Center as a Team Leader for their Leadership Institute for new charter school administrators.

Michelle earned her undergraduate degree in sociology from Baylor University. She returned to Baylor to earn a Post-Baccalaureate Elementary Education certification. Michelle earned a Master's in Educational Administration in 2002 from Baylor University and holds her California Administrator Credential.

Michelle believes the public Montessori is a return to the foundation of the Montessori movement.

Eva Covarrubias, Parent Member

My name is Eva Covarrubias, I am stay home mother of two lovely children who are enrolled at River in the Ellis Creek Classroom and Tuolumne. I have small home business as a party rental provider. After high school I moved with my family from Jalisco, Mexico. I immigrated to United States 25 years ago and completed two years of college at Santa Rosa Junior College with a major in Art. Later in life I got my Cosmetology license and I have plans to open a salon/studio in the future. Before I became a mom I was involved in the restaurant business for 15 years, which has given me the ability to deal with many different types of individuals.

Since coming to this country I have been very involved with my Latino community and have been volunteering for multiple non-profit organizations which help the Latino community. For

(Eva Covarruias, Parent Member Bio, continued)

the last three years I have also been volunteering for CAP (Community Action Partnership) a non-profit organization in Santa Rosa that supports individuals with their micro businesses, and also helps low income individuals to open their own businesses. I am familiar with board work though my several years' experience as a PTA volunteer for the Head Start Program, a preschool that serves low income families; I was also a regular classroom volunteer for three years in a row. I describe myself as a very organized and multitasking person who is always eager to learn.

My wish is to be a bridge between our Latino and non-Latino communities at RMCS; to support any possible language and culture barriers that can arise and help build a strong united community. I truly believe in our children's education and a stronger bond that can bring us all together. I am excited to have the opportunity to be a part of the River Montessori community as a parent board member and to be a strong representative for our RMCS community.

Glenn Corey, Community Member *(November 2018 Board Installation)*

Glen started his career after graduating from UC Berkeley with a degree in Chemical Engineering and taking a job at Motorola. He worked as an engineer in a semiconductor fabrication plant where he ultimately became the head of research and development for plasma etching. Glenn moved to Boston where he made documentaries and interactive software working with the Chedd Angier Production Company, WGBH Boston and Apple Computers. He has also been involved in a number of startups – some in education and some in toys.

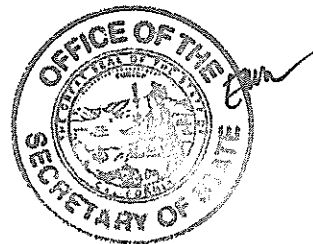
In 2009, after a 20-year successful career as a toy designer, documentary film maker, engineer, entrepreneur, and researcher, Glenn decided to follow his life-long dream to become a teacher. Glenn earned his teaching credential from Dominican University and joined the staff at Novato High school in 2012 as a physics teacher – and was quickly inspired to draw on his passion for invention by creating a product design class in the high school's abandoned wood shop.

Taking advantage of computers installed in one classroom for students to learn ideation and coding, students began to create products from old electric toys and remote-control cars. In the meantime, Glenn renovated the defunct wood shop for use as another classroom where students converted an old video game into a robot that can serve as a hallway monitor. The concept of ingenuity and innovation caught the eye of Inverness Research, an organization hired by the Paul G. Allen Family Foundation – and Glenn was named one of the first recipients of a Paul Allen Foundation Award for his teaching methods and student engagement.

Glenn was also honored in November 2015 by the California League of High Schools as an "Outstanding Educator" for Region 4 of California. An award given annually to educators who exemplify education excellence and have made significant efforts to implement educational reform in high schools.

"I have a deep curiosity about everything. When kids see a deep curiosity, their response is, if he's interested, there must be something interesting there." My job is to get them super excited to learn...I'm trying to get them when they leave here to be crazy excited about their career and what they want to do in the future."

State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 13 2007

Debra Bowen

DEBRA BOWEN
 Secretary of State

NOV 13 2007

**ARTICLES OF INCORPORATION
OF
River Montessori Charter School
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE: The name of this corporation is River Montessori Charter School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to operate a charter school to educate children who are members of the general public of Sonoma County and surrounding communities, using Montessori and other methods. The means of providing such education includes, but is not limited to, maintaining facilities for instruction and developing educational programs and curricula.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Cindy Lohrentz, 731 H Street, Petaluma, CA 94952.

FOUR: (a) This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

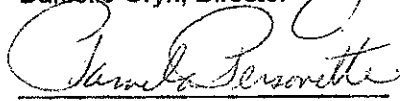
Name	Address
Danielle Oryn	693 Draco Dr., Petaluma, CA 94954
Pamela Personette	482 Patten St., Sonoma, CA 95476
Cindy Lohrentz	731 H St., Petaluma, CA 94952
Kelly Mannion	3 Hill Drive, Petaluma, CA 94952-1759

SIX: The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 11/13/07


Danielle Oryn, Director


Pamela Personette, Director


Cindy Lohrentz, Director


Kelly Mannion, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which instrument is our act and deed.


Danielle Oryn, Director


Pamela Personette, Director


Cindy Lohrentz, Director


Kelly Mannion, Director



**BYLAWS
OF
River Montessori Charter School**
(A California Nonprofit Public Benefit Corporation)

ARTICLE 1: NAME

The name of this corporation is River Montessori Charter School.

ARTICLE 2: PURPOSES

This corporation has been formed for charitable purposes, that is, to manage, operate, guide, direct and promote a charter school to educate children who are members of the general public of Sonoma County and surrounding communities, using Montessori methods. The means of providing such education includes, but is not limited to, maintaining facilities for instruction and developing educational programs and curricula. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE 3: PRINCIPAL OFFICE

The principal office for the transaction of the activities and affairs of the corporation shall be located in the City of Petaluma, County of Sonoma, State of California. The Board of Directors may at any time, or from time to time, change the location of the principal office from one location to another within said county, taking into consideration provisions of the California Education Code related to the location of charter schools. The Board of Directors may at any time establish branch offices at any place where the corporation is qualified to do business. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

ARTICLE 4: DEDICATION OF ASSETS

The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, director or officer of this corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be

distributed and paid over to a public school, such as a charter school that is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 5: MEMBERSHIP

The corporation shall not have any members within the meaning of Section 5056 of the California Corporations Code. The corporation may from time to time use the term “members” to refer to persons associated with it, but such persons shall not be members within the meaning of Section 5056 of the California Corporations Code.

ARTICLE 6: BOARD OF DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or bylaws, the business and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate some duties to an officer or employee of River Montessori Charter School, with the exception of expenditures over \$5,000; budget approval or revision; personnel matters; or approval of financial reports, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors and consistent with the approved charter.

Without prejudice to the general powers, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 2. The authorized number of directors of the corporation shall not be less than three (3) and no more than eleven (11) until changed by amendment of these bylaws and the RMCS charter. No more than 50% of the Board shall be composed of parents, and at least 50% of the Board shall be composed of community representatives, and ideally will include a Montessorian and a founder. Additionally, in accordance with Education Code Section 47604(b), the

authorizer may appoint a representative to the Board. All directors shall be voting. No employees shall serve on the Board as directors.

Section 3. Election, Designation, and Term of Office of Directors. The Board of Directors, representing various constituencies of the Charter School, shall be elected or selected in the following manner.

- A. No more than 50% of the directors shall be parents of students at the school and shall be elected by the parents. Parents, for the purpose of this section, shall include parents or guardians of students enrolled in the school. For each vacant position, each student shall have two votes that are allocated to his or her parents, as described further below.

The Board of Directors, or its designee, such as a parent-teacher leadership group, shall hold an informational meeting at the beginning of the school year to encourage parents to become candidates to the Board and to describe the roles and responsibilities of the Board. This informational meeting may have other purposes as well.

At least one month prior to the Annual Meeting, an informational letter shall be mailed or delivered to all parents describing the duties and responsibilities of the Board of Directors and inviting them to become a candidate. At the same time, public notice both inside and outside the school, shall announce the opening(s) for parent director. Three weeks prior to the Annual Meeting, candidates should inform the President or Secretary of the Board that they are a candidate. The Secretary or their designee shall prepare a ballot that is provided to each family, or to each parent, if not living in the same household, who may vote once for each vacant parent director position. Any two parents of one student may decide to each cast one ballot. If only one parent of a student is voting, each position on their ballot is worth two votes. Parents may vote for write-in candidates.

Ballots shall be collected, for at least one week, in a secure box, or similar structure, in the corporation's principal office and/or online. At the discretion of the directors, ballots may be cast at a meeting or assembly of parents, at least one week prior to the Annual Meeting. Ballots shall be counted at the end of the day three (3) days prior to the Annual Meeting by both the President and Secretary of the Board. Parents may be present to observe the counting. After the ballots are counted, the election results will be posted at the school office the following school day.

Parents shall serve a term of three years. A parent director of the Board whose child had been enrolled at the school, but whose child is no longer enrolled, may serve for no more than three months in that capacity following their child's leaving, although they may be appointed to serve as a community representative director. If a parent resigns from the Board more than six (6) months prior to the next Annual Meeting, the Board of Directors shall appoint a new parent director to the Board. If a parent resigns from the Board less than six (6) months prior to the next Annual Meeting, the Board of Directors may appoint a new parent director to the Board or the position may remain vacant until the next Annual Meeting.

- B. One director may be a representative of the authorizing agency, at the discretion of the authorizing agency in accordance with Education Code Section 47604(b).
- C. At least 50% of the directors shall be community representatives, appointed by the Board of Directors. For purposes of this paragraph, community representatives include

any member of the public who is not employed by the corporation or is the parent/guardian of a student enrolled at the school. Ideally, these directors should include a director trained in or very familiar with the Montessori educational model and a member of a founding family. Ideally they may also have other knowledge and experience necessary for the operations or oversight of a school or nonprofit social venture and reflect the diversity of the community.

At least one month prior to the Annual Meeting or other scheduled Board election, public notice both inside and outside the school, shall announce the opening for community representative director(s). Any interested member of the public may submit their candidacy to the Executive Director or Secretary at any time prior to the election. After any other new members of the Board of Directors have been seated, the Board of Directors shall appoint the community representative(s) to the Board.

Community representative directors shall serve a term of two years. If a community representative resigns from the Board more than six (6) months prior to the next Annual Meeting, the Board of Directors shall appoint a new community representative director to the Board. If a community representative resigns from the Board less than six (6) months prior to the next Annual Meeting, the Board of Directors may appoint a new community representative director or the position may remain vacant until the next Annual Meeting.

Each director, including a director appointed to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified. Directors may serve any number of consecutive terms.

The corporation intends that the Board of Directors shall collectively represent a diversity of relevant backgrounds and skills to enable the Board of Directors to make informed, well-balanced decisions on the economic viability and social impact of corporate activities.

Section 4. Vacancies. A vacancy on the Board shall exist on the occurrence of the following: (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Sections 5230-5239 of the Law dealing with standards of conduct for a director, or has missed three (3) consecutive meetings of the Board of Directors or a total of four (4) meetings of the Board during any one calendar year, without a valid excuse; (c) an increase in the authorized number of directors; or (d) the failure of the directors, at any annual or other meeting of directors at which any director or directors are to be elected, to elect or appoint the full authorized number of directors.

The Board of Directors, by affirmative vote of a majority of the directors then in office, may remove any director without cause at any regular or special meeting; provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). If the director is the representative of the chartering district, the Board of Directors may only remove this director with the written consent of the chartering district and may request that the chartering district appoint a different representative.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chairperson of the Board, the president, the secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation

is effective at a future time, a successor may be elected to take office when the resignation becomes effective. Unless the California Attorney General is first notified, no director may resign when the corporation would then be left without a duly elected director in charge of its affairs.

With the exception of the potential representative of the chartering district, vacancies on the Board may be filled in the manner described in Section 3 of this Article or, if by Board election, by vote of a majority of the directors then in office or if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a meeting held in accordance with the Brown Act or (b) by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

Section 5. Meetings.

Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the charter authorizer's boundaries that has been designated in the notice of the meeting in accordance with the Brown Act. All meetings of the Board of Directors and its committees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

The Board of Directors shall hold an annual meeting in October of each year for the purposes of a) seating the director(s) elected by the parents; b) appointing the community-representative directors; c) electing officers of the corporation; and d) the transaction of other business as noted on the agenda. This meeting shall be held at a time, date, and place as may be specified and noticed by the Board of Directors Generally, the Board of Directors will meet monthly at such times as are fixed by the Board of Directors. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors.

At least seventy-two (72) hours before a regular Meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the Meeting, including items to be discussed in closed session.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. The Board of Directors shall also notify directors of special meetings, as follows:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Adjourned Meeting and Notice. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time scheduled for the continuation of the meeting to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 6. Action at a Meeting. A majority of the directors then in office shall constitute a quorum. Every act done or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, unless a greater number, or the same number after disqualifying one or more directors from voting, is required by the Articles of Incorporation, these bylaws, or the California Nonprofit Public Benefit Corporation Law. Directors may not vote by proxy. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of enough

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

directors to leave less than a quorum, if any action taken (other than adjournment) is approved by at least a majority of the directors required to constitute a quorum.

Section 7. Fees and Compensation. Directors and members of committees may not receive any compensation for their services as such, but may receive reimbursement of expenses incurred in the performance of their duties, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 8. Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 9. Compliance with Laws Governing Student Records. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 10. Compliance with Conflicts of Interest Laws. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Corporations Code provisions applicable to nonprofit public benefit corporations. No Charter School employee shall serve on the Board, and if required by the authorizer as a condition of the charter, the Charter School and the Board shall also comply with California Government Code Section 1090.

ARTICLE 7: STANDARD OF CARE

Section 1. General. A director shall perform the duties of a director, including duties as a member of any committee of the Board on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;
- (b) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director believes to merit confidence, so long as in any such case, the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 2. Loans. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the California Attorney General; provided, however, that this corporation may advance money to a director or officer of

this corporation for expenses reasonably anticipated to be incurred in performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 3. Restriction on Interested Directors. No interested persons may serve on the Board of Directors. An interested person is any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director. In addition, no more than forty-nine percent (49%) of the persons serving on the Board shall have any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law who has been compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee or independent contractor. However, if compliance with Section 1090 is required by the authorizer as a condition of the charter, no persons serving on the Board may have one of the above relationships.

Section 4. Indemnification. To the fullest extent permitted by law, this corporation shall indemnify its "agents", as described in Section 5238(a) of the Corporations Code, including its directors, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding, " as that term is used in said Section 5238(a), and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses" shall have the same meaning as in said Section. Such right of indemnification shall not be deemed exclusive of any other rights to which such persons may be entitled apart from this Article 7, Section 4.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such

ARTICLE 8: COMMITTEES

Section 1. Committees of Directors. The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two or more voting directors, and no one who is not a director, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board.

Advisory committees may have members who are not directors. However, no committee, regardless of Board resolution, may:

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Fix compensation of the directors for serving on the Board or on any committee;
- (c) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 2. Meetings and Actions of Committees. Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of these bylaws, concerning meetings and actions of directors, and the Brown Act, if applicable, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined either by resolution of the Board of Directors or if none, by resolution of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 3. Executive Committee. Pursuant to Article 8, Section 1, the Board may appoint an Executive Committee composed of three (3) or more directors, one of whom shall be the chairperson of the Board, to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 6, Section 1. The Executive Committee shall be subject to the Brown Act. The secretary of the corporation shall send to each director a summary report of the business conducted at any meeting of the Executive Committee as well as any other documentation required by the provisions of Article 6.

Section 4. Audit Committee. The Board may appoint an Audit Committee. Notwithstanding Article 9, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more directors. The membership of the Audit Committee shall not include the following persons;

- (a) The chairperson of the Board;
- (b) The president of the corporation;
- (c) The treasurer of the corporation;
- (d) Any employee of the corporation; or
- (e) Any person with a material financial interest in any entity doing business with the corporation.

In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order, and shall review and determine whether to accept the audit. In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General of California.

ARTICLE 9: OFFICERS

Section 1. Officers. The officers of the corporation shall consist of a president, secretary, and chief financial officer, hereinafter referred to as "treasurer." The Board may also designate from among its ranks a chairperson of the Board and a vice-chairperson. The same person may hold any number of offices, except that neither the secretary nor the treasurer may serve concurrently as the chairperson of the Board or the president. In addition to the duties specified in this Article 9, officers shall perform all other duties customarily incident to their office and such other duties as may be required by law, by the Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and shall perform such additional duties as the Board of Directors shall from time to time assign. The officers in addition to the corporate duties set forth in this Article 9 shall also have administrative duties as set forth in any applicable contract for employment or job specification.

The officers shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Directors, the chairperson of the Board, the president, or the secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Section 2. Chairperson of the Board. The chairperson of the Board shall, when present, preside at all meetings of the Board of Directors and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president (or executive director) is required.

Section 3. Vice Chairperson of the Board. The vice chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 4. President (Executive Director). Subject to the control, advice and consent of the Board of Directors, the Board of Directors may appoint a president (also known as the Executive Director) who shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Directors shall place the executive director under a contract of employment. The executive director shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The executive director shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The executive director is authorized to contract, receive, deposit, disburse, and account for funds of the corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation. The executive director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 5. Secretary. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 6. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Directors. The treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Directors, and shall render to the chairperson, president and directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation. The treasurer shall have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board of Directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the treasurer's office and for restoration to the corporation of all its books, papers,

vouchers, money and other property of every kind in the treasurer's possession or under the treasurer's control on the treasurer's death, resignation, retirement, or removal from office.

ARTICLE 10: EXECUTION OF CORPORATE INSTRUMENTS

Section 1. Execution of Corporate Instruments. The Board of Directors may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the secretary or treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Section 2. Loans and Contracts. No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

Section 3. Contracts with Directors. The Corporation shall comply with Government Code Section 87100 (known as the California Political Reform Act), and its Conflict of Interest Code. If required by the authorizer as a condition of the charter, the Charter School and the Board shall also comply with California Government Code Section 1090.

Section 4. Contracts with Non-Director Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the River Montessori Charter School Conflict of Interest Code have been fulfilled.

ARTICLE 11: RECORDS AND REPORTS

Section 1. Maintenance and Inspection of Articles and Bylaws. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
and
- c. Such reports and records as required by law.

The corporation shall keep at its principal California office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

Section 2. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 3. Maintenance and Inspection of Other Corporate Records. The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 4. Preparation of Annual Financial Statements. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

Section 5. Reports. The Board shall cause an annual report to be sent to all directors, within 120 days after the end of the corporation's fiscal year, containing the following information:

- (a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and
- (e) Any information required under these bylaws; and

The report shall be accompanied by any pertinent report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE 12: FISCAL YEAR

The fiscal year for this corporation shall begin on July 1 and shall end on June 30.

ARTICLE 13: AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended or repealed by the vote of a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Charter School or make any provisions of these bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws. . If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE 14: CORPORATE SEAL

The Board of Directors may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

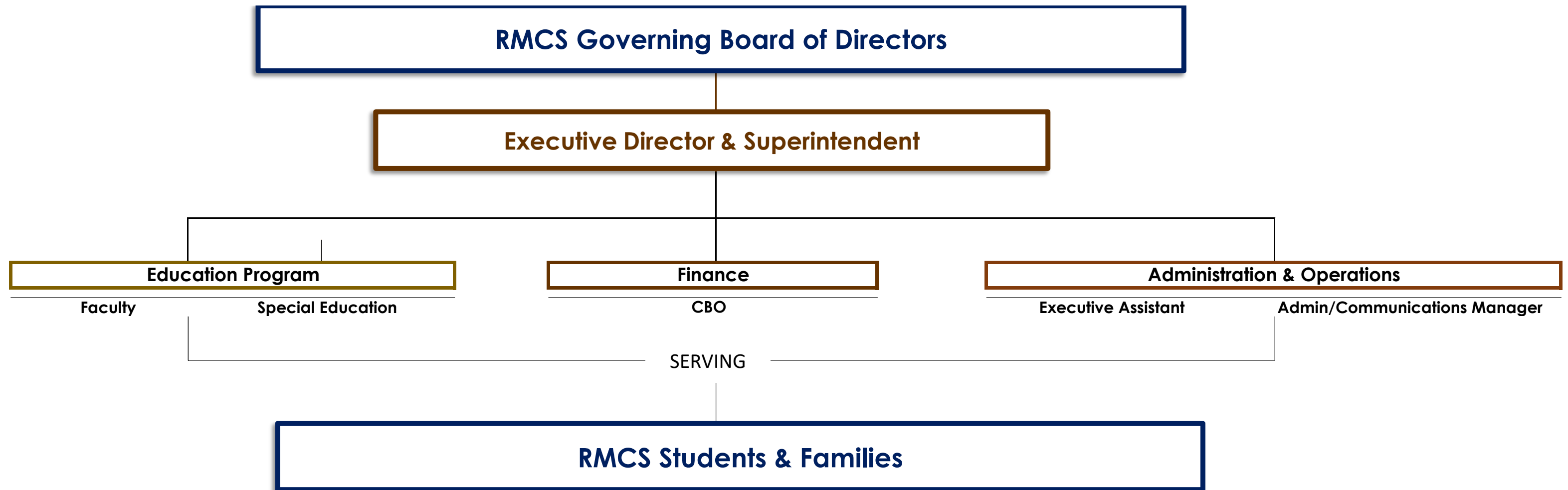
CERTIFICATE OF SECRETARY

I, the undersigned, certify that I am the currently acting secretary of the River Montessori Charter School, a California nonprofit public benefit corporation, and the above bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on November 19, 2007, as amended on January 29, 2008, and on May 19, 2008 and on September 19, 2013, and that they have not been amended or modified since that date.

Executed on September 19, 2013, at Petaluma, California.

Bethany Laurence, Secretary

River Montessori Charter School
Organizational Chart



River Montessori Charter School

Conflict of Interest Code

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of River Montessori Charter School, a nonprofit public benefit corporation operating River Montessori Charter School.

Individuals holding designated positions shall file their Statements of Economic Interests with River Montessori Charter School, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) All statements will be retained by River Montessori Charter School.

Adopted: September 8, 2009

Amended: September 19, 2013

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Members of Committees of the Governing Board	1, 2
Executive Director/Principal	1, 2
Office Manager	2
Special Education Coordinator	2
Before/After Care Director	2
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Board may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Board's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which River Montessori Charter School is located.
- b. Investments, income (including gifts, loans, and travel payments) and business positions in any business entity which engages in the acquisition or disposal of real property or is engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by River Montessori Charter School.

THE RIVER FLOW

Communication Channels at RMCS

RMCS information is shared in the following ways:

(In order that all RMCS families have access to this information, these communications are translated in Spanish)

It is our vision to be a green school, which matches our educational philosophy of respect for the earth, and will benefit our school and children in many ways. In an attempt to be eco-minded and efficient, we will use the mass-posting options for families and only send hard copies via backpack mail if all other options are unfeasible and special attention is required or has been requested.

- Website
- Friday email updates
- Regular email newsletters
- Participation in meetings and community events
- School bulletin board in Admin
- Admin window for 24/7 access
- Individual classroom email and hard copy updates
- RMCS Foundation "Foundation Flash" emails
- Direct email for a timely message, special occasion or an emergency



For specific information about...

Classroom, experiences, happenings, and educational work:

Contact your child's classroom guide

Transitional Kindergarten/Kindergarten

Copper Creek: Grace x11 coppercreek@rivermontessoricharter.org
 Ellis Creek: Caroline x19 elliscreek@rivermontessoricharter.org

Lower Elementary

Kaweah: Lisa x22 kaweah@rivermontessoricharter.org
 San Lorenzo: Deanna x23 sanlorenzo@rivermontessoricharter.org
 Tuolumne: Emily x18 tuolumne@rivermontessoricharter.org

Upper Elementary

Guadalupe: Brendan x20 klamath@rivermontessoricharter.org
 Yuba: Roxanne x21 yuba@rivermontessoricharter.org

Teacher/Guide Contact: Please note that because children require support during transitions, faculty and staff are extremely focused during times such as arrival and dismissal. Teacher/Guides are glad to schedule another time that works for you, please contact your child's Guide directly to schedule an appointment, phone call, or meeting

Everyday events, health, educational leadership, and operation of the school:

Contact school administration

RMCS School Office	Admin	admin@rivermontessoricharter.org 778-6414 x29
Communication/ Administration Manager	Julie	jcarolan@rivermontessoricharter.org 778-6414 x17
RMCS Admin Support & River Crew Supervisor	Alex	avanhouten@rivermontessoricharter.org 778-6414 Office x 10 / River Crew x13
Business Manager	Michelle	mleonard@rivermontessoricharter.org 778-6414 x12
Education Specialist & Coord. Student Support Svcs.	Lorna	edspecialist@rivermontessoricharter.org 778-6414 x25
Executive Director & Superintendent	Kelly	kmannon@rivermontessoricharter.org 778-6414 x14

Continued

THE RIVER FLOW

Communication Channels at RMCS

For specific information about...

School Oversight, long-term, and strategic planning for RMCS:

Contact your governing Board of Directors

Eresa Puch, Chair Parent Member	epuch@rivermontessoricharter.org
Vice-Chair, Ginny Hautau Community Member	ghautau@rivermontessoricharter.org
Secretary/Treasurer, Glenn Royes, Parent Member	groyes@rivermontessoricharter.org
Treasurer, Tim Lohrentz, MUPP Community Member	tlohrentz@rivermontessoricharter.org
Michelle Hammons Community Member	mhammons@rivermontessoricharter.org
Eva Covarrubias Parent Member	ecovarrubias@rivermontessoricharter.org

Public meetings of the Board of Directors (BOD): Alternating second Tuesday of month (board committee work occurs as needed on non-board meeting months). Agendas are posted on-site and the RMCS website 72 hours in advance of meetings; minutes are posted on the website after BOD approval. Visit the RMCS BOD website page. Finance committee meetings are posted on the RMCS website calendar, and follow the same guidelines as the regular BOD meetings.

Positive resolution and grievance procedure:

While we are certain that most concerns will be addressed and resolved through a willing and open dialogue, collaboration, and consensus, there may be an occasion for further depth and assistance. Should you find that you need support for an unresolved issue, the following procedure has been established. We expect that any questions and concerns will first be addressed with the area at which they are related (i.e. at the "source" level), and subsequent steps taken, in order, if a resolution is not found. In order to ensure due process, a signed and written communication must be filed either by hard copy or by email and proceed in the following order:

- Step 1: Guide
- Step 2: Executive Director & Superintendent
- Step 3: Board Level / Positive Resolution Committee

Please also reference the RMCS Reference Documents on the rMCS website for the Grievance Policy and Uniform Complaint Policy/Procedures for additional steps if resolution has not been achieved.

Confidentiality: Please be confident that anything asked of any staff member, parent or volunteer, at any time, is completely confidential at River Montessori Charter School. In accordance with Montessori reverence for the individual and group, the highest respect is used at all times. Names of children, families, and personal situations will be used in professional capacities only when absolutely necessary and will not be shared other than with their own families. Please know your questions and conversations are held in confidence.

Resources:

RMCS website:	www.rivermontessoricharter.org
School calendar: <i>Activities, community conversation & other meetings, or let us know if you'd like a hard copy</i>	www.rivermontessoricharter.org [School Calendar]
School forms & documents	www.rivermontessoricharter.org [Reference Documents]
Community Handbook	www.rivermontessoricharter.org [Parent Page]
Facebook page:	www.facebook.com/rivermontessori Make sure to "like us"!
Reference documents/policies: Documents]	www.rivermontessoricharter.org [Reference Documents]
Address:	3880 Cypress Drive, Suite B Petaluma, CA 94954 707-778-6414 tel 707-773-5300 fax

Comments & Suggestions:
"Great Ideas & Insights!" box
in the school office lobby

River Montessori Foundation (RMF):
Pots its monthly public meetings on the RMCS Foundation Page. Or contact foundationlr@rivermontessoricharter.org.

Absences and Health Concerns:
Contact school administration: 778-6414

Volunteering and Committees: If you are interested in helping, being a part of a committee, activity, and/or event – and have not already made contact with a committee or activity lead, please contact Julie Carolan at jcarolan@rivermontessoricharter.org or call 778-6414 x17 to help get you connected to your group or project of interest. Thanks!

Fundraising: Contact Julie Carolan at jcarolan@rivermontessoricharter.org or call 778-6414 x17

River Crew: Before and After school care and enrichment program

Contact school administration	778-6414
Program, drop-off or pick-up	778-6414 x13
Payments	RMCS Business Manager, Michelle Leonard 778-6414 x12

River Montessori Charter School does not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

River Montessori Charter School Grievance Policy – General Complaints

It is the policy of River Montessori Charter School (RMCS) to maintain a positive and productive working and educational environment where the charter school is compliant with all applicable federal and state laws and regulations. Employees that have complaints against other employees or supervisors that do not involve complaints of discrimination or harassment or violations of law, are encouraged to first address the issue with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator.

RMCS has adopted this Grievance Policy – General Complaint Policy to address concerns about the RMCS generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to RMCS’ Policy Against Unlawful Harassment and/or RMCS’ Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

OVERALL PROCEDURES FOR ALL GENERAL COMPLAINTS

It is the policy of the RMCS Board of Directors that all grievances shall be resolved as close to their source as possible. All members of the school community, and all outside parties involved in a dispute are encouraged to deal directly with the other parties involved. Any grievance shall only move to a higher level of authority after direct communication between those initially involved has failed to produce a resolution.

The RMCS Board further holds that any party with a grievance should be able to find satisfaction in the resolution of their grievance. All members of the school community, as well as the Positive Resolution Committee, will be expected to make all reasonable efforts to reach a solution that is acceptable to all parties involved.

THE POSITIVE RESOLUTION COMMITTEE

Composition:

The Positive Resolution Committee shall be composed entirely of River Montessori Charter School Board Directors and may have as many members as the Board sees fit.

Authority and Role:

The role of the Positive Resolution Committee is to review a complaint that has not been resolved at the staff or administrative levels, and to provide mediation where appropriate. The committee must balance its duty to protect the interests of the Charter and the school as a whole with the concerns of the party filing the complaint. In general, it is the opinion of the Board of Directors that the interests of the school and those of the individuals within should coincide if viewed from an appropriate distance. It is the responsibility of this committee to find and take such a view. In

cases where the parties fail to reconcile their differences through this process, the committee can make recommendations to any party for corrective action. In cases where the committee feels the scope of the dispute warrants an opinion of the full board, the committee will present the case to the board and request a vote.

To these ends, the Positive Resolution Committee is authorized by the full RMCS Board of Directors to review the conduct, relative to a specific complaint, of all employees and representatives of the River Montessori Charter School. The Positive Resolution Committee shall be authorized to make recommendations designed to resolve existing complaints (and to avoid future complaints) regarding staff conduct and educational policies. The Committee shall also have the authority to review the actions of any parent, student, or any other individual or group involved in a formal written complaint.

COMPLAINT PROCEDURES – FOR COMPLAINTS GENERALLY

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about RMCS generally, or a RMCS employee.

If a parent, guardian, or other individual or group has a complaint that is not due to unlawful behavior, they should first contact those directly involved in the issue or decision to discuss the pertinent facts. With issues relating to students, begin by speaking with the teacher. Communicate the complaint as clearly as possible, and identify actions that will lead to a resolution of the issue. Work in a cooperative environment to resolve the complaint based upon the actions identified.

If the complaint has not been resolved satisfactorily, the complainant will speak with the Director and develop a plan with a timeline to resolve the issue. With issues relating to students, this plan may warrant input from the teacher. At the meeting, the complainant may appear alone or be accompanied by a mutually acceptable person. The other party (subject of the complaint) shall have the same privilege and may request a member of the Montessori Leadership Committee to be present. Any such plan may require review and revision during the process. The Director will document the facts involved in the dispute and this documentation may be reviewed by the Positive Resolution Committee.

If such a complaint remains unresolved after providing the School Director with 10 school days, the complainant (the parent, guardian, or other individual or group) may choose to notify the chair of the Positive Resolution Committee, with the objective of arriving at a mutually satisfactory resolution of the grievance.

The formal complaint should be in writing and document: 1) The nature of the grievance; 2) If any suggestions to resolve the grievance were made by the School Director/staff; 3) Why the complainant believes this remedy is inappropriate (if applicable); and 4) What remedy the complainant is seeking. Each party named in the complaint will receive a copy of the complaint.

The Positive Resolution Committee shall be briefed of grievances that have been brought to the Director. The Director shall keep a written record of the complaints by parents, student, staff and board along with the follow-up and conclusions.

INTERNAL COMPLAINTS

(Complaints by Employees against Employees)

This section of the policy is for use when a RMCS employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director or designee:

1. The complainant will bring the matter to the attention of the Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director or designee will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Director, the complainant may file his or her complaint in a signed writing to the Chair of the RMCS Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, RMCS values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Adopted: October 19, 2010

Amended: June 28, 2016

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the River Montessori Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by River Montessori Charter School:

Received by: _____

Date: _____

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The River Montessori Charter School (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hertzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director/Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Kelly Mannion, Executive Director/Principal
River Montessori Charter School
3880 Cypress Drive
Petaluma, CA 94954
(707) 778-6414

The Executive Director/Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director/Principal or designee.

Notifications

The Executive Director/Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, advisory committees, private school officials and other interested parties (e.g. Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director/Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.

5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director/Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Board Policy #: _____
Adopted: _____
Revised: _____

POLICY AGAINST UNLAWFUL HARASSMENT

River Montessori Charter School (“Charter School”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him/her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Executive Director/Principal. See "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in or filing of a complaint or reporting sexual harassment.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Board Policy #: _____
Adopted: _____
Revised: _____

COMPLAINTS AGAINST PERSONNEL
INTERNAL COMMUNICATION MODEL

**DISPUTES ARISING FROM WITHIN THE SCHOOL/COMMUNICATION/MODEL
CONFLICT RESOLUTION PROCEDURE**

The ultimate purpose of a communication model is to encourage the growth and development of River Montessori Charter School (“Charter School”) as a healthy community. Conflict is a part of any development or growth process and may arise in any community. An effective complaint and conflict resolution process is therefore an essential component of the communication model.

The Conflict Resolution Procedure is a model for all members of the Charter School community and is designed to address issues among the following: between parents and teachers; parents and administration; and teachers and teachers. The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Please note that specific complaints of unlawful harassment are addressed under the Charter School’s “Policy Against Unlawful Harassment.” The Charter School Uniform Complaint Policy/Procedure (“UCP”) shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs.

A. FOUR MAJOR AREAS OF COMMUNICATION:

Conflicts may include a wide area of issues, and regard family and staff concerns. Conflicts may fall into one of four major areas or may be a combination of these areas as listed below. It is emphasized that the first step in the resolution of any conflicts in our community is direct communication with the involved parties. Where reasonably possible, the concerned parties are strongly encouraged to address their questions or concerns with the appropriate Charter School personnel listed under each communication area as follows:

1. Policies and Legal Issues

Current policies are available in the Charter School office. Reviewing policies and procedures lends information that may at times solve a conflict. The Board of Directors has final approval for all school policies and procedures. Issues of policy and procedures should be addressed to the Executive Director/Principal.

2. Procedures/Daily Operations

The Executive Director/Principal shall establish procedures designed to carry out the policies adopted by the Board of Directors. Procedures pertain to anything regarding the daily operations of the Charter School. Procedures can be clarified by an office staff member or the Executive Director/Principal. The Executive Director/Principal serves as the

primary administrator of the school. Any daily operations/procedural issues should be addressed directly by the Executive Director.

3. Pedagogy

Pedagogical issues, which pertain to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, or teacher-student relationships should be addressed directly to the classroom teacher.

4. Interpersonal Communication and Relationships

Concerns between people or communication breakdown should be directly communicated with the person(s) involved.

B. CONFLICT RESOLUTION PROCEDURE:

1. Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director/Principal or designee:

- a. The complainant will bring the matter to the attention of the Executive Director/Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor (or purportedly offending employee) have failed or if not appropriate; and
- b. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director/Principal or designee will then investigate the facts and provide a solution or explanation;
- c. If the complaint is about the Executive Director/Principal, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

2. Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Executive Director/Principal or Board President (if the complaint concerns the Executive Director/Principal) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, Executive Director/Principal (or designee) shall abide by the following process:

- a. The Executive Director/Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- b. In the event that the Executive Director/Principal (or designee) finds that a complaint against an employee is valid, the Executive Director/Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director/Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- c. The Executive Director/Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

C. GENERAL REQUIREMENTS

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** The Board (if a complaint is about the Executive Director/Principal) or the Executive Director/Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

The authorizing entity shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the

Board of Directors or Executive Director/Principal of the Charter School for resolution pursuant to the Charter School's policies.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Kelly Mannion, Executive Director/Principal
River Montessori Charter School
3880 Cypress Drive
Petaluma, CA 94954
(707) 778-6414

HARASSMENT COMPLAINT FORM

It is the policy of River Montessori Charter School ("Charter School") that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the Charter School, you may file this form with the Executive Director/Principal or Board President.

Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize River Montessori Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by River Montessori Charter School:

Received by: _____

Date: _____

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the River Montessori Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by River Montessori Charter School:

Received by: _____ Date: _____



EMPLOYEE HANDBOOK

3880 Cypress Drive, Suite B Petaluma, CA 94954 707-778-6414 tel 707-773-5300 fax

EMPLOYEE ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK
River Montessori Charter School (“RMCS”)

Please read the Employee Handbook and submit a signed copy of this statement to the Business Manager.

Employee Name: _____

- I acknowledge that I have received a copy of the Employee Handbook. I have read and understand the contents of the Handbook, and agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.
- I understand that the statements contained in the Handbook are guidelines for employees concerning some of River Montessori Charter School’s policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with RMCS. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.
- I understand that except for employment at-will status, any and all policies or practices can be changed at any time by River Montessori Charter School.
- I understand that no person other than the RMCS Board and the Executive Director has authority to enter into any agreement, expressed or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.

Employee’s Signature: _____ Date: _____

Please sign/date and return to the RMCS Business Manager.
Maintain a copy for your records

River Montessori Charter School Employee Handbook
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INTRODUCTION

“Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.”

- Maria Montessori

This Handbook summarizes the River Montessori Charter School (hereinafter referred to as “RMCS” or “School”) policies, as well as benefits and responsibilities. Employees should read this Handbook as soon as it is received and speak to the designated Human Resource Manager or Executive Director regarding any questions.

This Handbook is intended as a guide to the School’s personnel policies and practices. It is not intended to create any expectations of continued employment or an employment contract, expressed or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, RMCS reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you.

Once the handbook is reviewed, please sign the Employee Acknowledgement form provided in this Handbook, and return it to the Human Resource Manager. The signed Employee Acknowledgement demonstrates that you have read, understand and agree to comply with the policies outlined in the Handbook.

Welcome to River Montessori Charter School and thank you for being a part of our community!

Mission Statement

The mission of RMCS is to provide students with a learning culture grounded in Montessori Philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery, a love of learning and respect for self, others, and the environment.

Core Values

Collaboration: Working together, respecting others, and maintaining a global perspective enlightening students, teachers, families, and the larger community.

Academic Excellence: A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially and provides each student with the freedom to progress at their own developmental level and pace.

Individuality: The limitless potential of every child contributes to the strength and diversity of our school community.

Community: Shared experiences foster lifelong commitment to social responsibility.

Respect: Uncompromising responsibility for self, others, and the environment is critical to overall success.

Educating for Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

RMCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. RMCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. RMCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

RMCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

RMCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, RMCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Executive Director.

Staff/Student Interaction Policy

RMCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable,

is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.

- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

RMCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. RMCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

RMCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When RMCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. RMCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

RMCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults and
 - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RMCS policy.

Whistleblower Policy

RMCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds

for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

RMCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees at work, including lunch and break times, is strictly prohibited. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other RMCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to the Executive Director, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, RMCS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Smoking Policy

All School buildings and facilities are non-smoking facilities.

THE WORKPLACE

Hiring Process

All RMCS hiring activities are organized through the school administration under the direction of the Executive Director and Business Manager. Hiring standards are consistent with industry standards, given the position.

For all positions, interviews are conducted in a team manner, or when a complete team is not available, multiple interviews will occur to properly evaluate the candidate. Reference checks will be made prior to making an offer for employment.

The following minimum employment requirements are to be completed before the date of hire:

- Application Packet (resume, application, references);
- Tour/interview;
- Livescan/fingerprinting clearance; and
- TB Clearance.

If the position in question requires a credential, certificate, license or permit issued by the California Commission on Teacher Credentialing (“CTC”), current, valid credentials or a state-approved waiver must be in place, and will be verified by the HR Department or Business Manager, before a position is offered.

Further documents required by law and RCMS will be given on the first day of hire, and need to be completed and returned within three (3) business days.

Employee Classifications

RMCS employees are classified as either exempt or non-exempt, and either regular full-time, part-time, or temporary.

Exempt: Exempt employees are those who are exempt by law from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

Non-Exempt: Non-exempt employees are those employees who are not exempt from overtime requirements. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

Full-Time: Full-time employees are those employees who are regularly scheduled to work at least thirty (30) hours per week.

Part-Time: Part-time employees are those employees who are regularly scheduled to work fewer than thirty (30) hours per week.

Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than one (1) month. Designating an

employee as “temporary” does not imply that the employee’s employment with RMCS is fixed for any period of time; temporary employees are employed on an at-will basis.

Except when required by law, part-time and temporary employees are generally not entitled to medical or dental benefits provided by the School. Independent contractors, consultants and leased employees (*i.e., those working for an employment agency*) are not employees of RMCS and are not eligible for benefits provided by the School. Questions about classification should be directed to the RMCS Business Manager.

Certification and Licensure of Instructional Staff

Each of the RMCS core academic teachers and “Guides” are required to hold a valid and appropriate California Commission on Teacher Credentialing certificate, credential, permit or license. Paraprofessional staff may also be required to document that they meet applicable legal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals, to maintain current certifications, permits or other documentation and provide copies to the Business Manager. If an instructional staff member believes that he/she is assigned to teach in a subject in which he/she does not have subject matter competence, the employee should immediately report this information to the Business Manager or Executive Director. Nothing in this section is intended to alter that at-will status of employment.

In addition to the California Credential, each RMCS Guide must hold a Montessori Credential, ideally from a Montessori Accreditation Council for Teacher Education (“MACTE”) accredited training center, or be currently enrolled in a MACTE accredited Montessori Training Program.

Clerical, Other Staff, Substitutes, and Consultants

The School’s clerical and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in individual, applicable job descriptions.

Mandatory Training and Meetings

RMCS will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours only if prior authorization and approval has been given.

All mandatory trainings, lectures and meetings will be identified as such. RMCS will not pay non-exempt employees for attendance at voluntary trainings. If an employee is unsure about the characterization of an offered training, lecture or meeting, please contact the Executive Director or Business Manager before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Work Hours and Schedules

RMCS business hours are from 8:00 am – 4:00 pm, Monday – Thursday, and 8:00am – 12:00pm on Friday. River Crew morning/after care provides staffing prior to school at 7:00 am, and after

school until 6:00 pm daily. The work schedule for regular full-time non-exempt employees is normally forty (40) hours per week. Specific work schedules will be arranged at the time of hire. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RMCS mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

Lactation Accommodation

RMCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

RMCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Employee Attendance

Employees are to adhere to their regular schedule and to be punctual. If it is necessary to be absent or late, employees are expected to arrange the situation in advance with the Business Manager and their supervisor. If it is not possible to arrange an absence or tardiness in advance, then the supervisor, Business Manager and/or Executive Director should be notified no later than one-half hour before the start of the employee's workday. RMCS Guides are also responsible to help arrange for a qualified substitute with the Business Manager. If the absence is longer than one (1) day, Guides are expected to keep the Business Manager and/or Executive Director sufficiently informed of the situation. An absence request form must be completed in all situations.

Employees who know that they will need a day off for a doctor's appointment, etc. must schedule this time as far in advance as possible. There shall be a minimum of two (2) weeks' notice for scheduled days off. It is the employee's responsibility to fill out an "Absence Request" form.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to the appropriate supervisor and/or Executive Director will lead to disciplinary action, up to and including termination.

If an employee fails to come to work for three (3) consecutive work days without authorization, RMCS will presume the employee has voluntarily resigned from her/his position with RMCS.

Time Records

By law, RMCS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately record their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time records indicate when the employee arrived and when the employee departed. All non-exempt employees must record their arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information in their time records and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time records, or another employee's time records, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Signing In/Out

ALL staff, volunteers, and visitors must sign IN when they arrive in the morning and sign OUT when leaving RMCS. This includes signing OUT and IN when leaving for lunch break. The last person in the facility/campus must set the building alarm and ensure doors and gates are locked.

Use of Company Communication Equipment and Technology

All RMCS-owned communications equipment and technology, including computers, electronic mail ("e-mail") systems, voicemail systems, Internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of RMCS and are provided to the employee to carry out business on behalf of RMCS, unless previously authorized for non-business use. Minimal personal use is acceptable if it does not interfere with timely job performance and is consistent with law and appropriate protocols. However, employees have no expectation of privacy in any communications made using RMCS-owned equipment and technology. Communications (including any attached message or data) made using RMCS owned communications equipment and technology are subject to review, inspection, and monitoring by RMCS. System security features, including passwords and delete

functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Additionally, as required by applicable law, RMCS uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, Internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific Internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the RMCS communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized RMCS employees. Therefore, employees are required to provide the Business Manager with all passwords used in connection with RMCS communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by students in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized by the Executive Director, is for RMCS administrative, business or educational purposes only (although minimal personal use, consistent with this policy, is permitted). All employees using the Internet through RMCS communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use RMCS communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and Internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others in violation of the "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation" (contained in this Handbook) may not be displayed or transmitted. The e-mail system and Internet access is not to be used in any manner that is against the policies of RMCS, contrary to the best interest of RMCS, or for personal gain or profit of the employee against the interests of RMCS. Employees must not use the RMCS communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students, RMCS or its employees.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School-issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against RMCS's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time (e.g., paid breaks, lunch periods or other such non-work periods) is permissible. Entry on RMCS premises by non-employees during normal hours of operation must be done in conformance with the School's visitor's policy. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Personal Business

RMCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Such personal calls should not be made outside the immediate dialing area.

There shall not be any personal phone calls made during time with the students unless it is an emergency. Cell phone use, except on field trips is prohibited at school.

Phone messages will be taken in the office unless the Guide has indicated a specific call shall go through to her/him directly.

Staff should be notified of incoming phone calls that need to be transferred to an employee's room.

Employee Blogs and Social Media

As the School's employees represent the face of RMCS, staff shall be thoughtful, sensitive, and utilize appropriate boundaries when participating on social media sites such as Facebook, Instagram, Twitter, etc., as well as when engaging with parents and students outside of the RMCS environment.

If an employee chooses to keep a personal blog, or use other social media, that discusses any aspect of her/his workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are purely their own;
- Employees may not use the RMCS logos, trademarks and/or copyrighted material and are not authorized to speak on RMCS's behalf, unless the employee receives prior written authorization from the Executive Director;

- Employees are not authorized to publish any confidential information maintained by RMCS;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing RMCS, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

RMCS reserves the right to take disciplinary action against any employee whose blog and/or social media postings violates this or other School policies.

Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional, and appropriate for the nature of our business, and the type of work performed. Because each employee is a representative of RMCS in the eyes of the public, each employee must report to work properly groomed and appear within professionally accepted standards suitable for the employee's position. Accordingly, please adhere to the following guidelines:

- While working with students and the public, staff shall not wear revealing clothes (this includes shorts that are above mid-thigh and any shirts that will expose midriff, undergarments, or excessive cleavage).
- All clothing shall be clean and without rips or holes.
- T-shirts with logos or messages other than RMCS River-wear, tank tops, or halter tops are not considered acceptable.
- Shoes should be worn at all times.

Please remember the above list is not exhaustive. When in question, it is prudent to err on the side of caution and follow the more conservative choice in one's presentation.

Professional Behavior

All employees are expected to treat students, staff, and parents with respect at all times. If there is a disagreement, this is to be handled at the appropriate time and through appropriate protocol. Attempts should be made through direct relationships and usage of effective non-violent (physical and verbal) communication strategies. No discussion of other employees is acceptable.

If a Guide feels that a parent has behaved inappropriately, this matter shall be brought to the Executive Director's attention immediately. Discontent parents should be directed to the RMCS Executive Director.

Please also reference RMCS Community Code of Conduct located on the RMCS Website.

Health and Safety Policy

RMCS is committed to providing and maintaining a healthy and safe work environment for all employees. Any potential health or safety hazards, and all injuries or accidents should be immediately reported to the Business Manager or Office Administration.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

RMCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Company Property Inspections

RMCS is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, RMCS provides property and facilities to its employees to carry out business on behalf of RMCS. Accordingly, employees do not have a reasonable expectation of privacy when using any RMCS property or facilities. In accordance with these policies, all RMCS facilities and property, including all items contained therein, may be inspected by RMCS at any time, with or without prior notice to the employee. RMCS property includes all desks, storage areas, work stations, file cabinets, computers, telephone systems, email systems, and other school provided storage devices.

Workplace Violence

RMCS takes the safety and security of its students and employees seriously. RMCS does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, which involves or affects RMCS students or employees that occur, or are likely to occur, on RMCS property. Any act or threat of violence, or perceived act of threat of violence should be reported immediately to the Executive Director or Business Manager.

Occupational Safety

RMCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RMCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Participation in Recreational or Social Activities

Employees are encouraged to participate in activities sponsored by or supported by RMCS. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and RMCS disclaims any and all liability arising out of the employee's participation in these activities.

OPERATIONS PROCEDURES

Student Safety

In accordance with the RMCS policies regarding student safety, including those addressing harassment, discrimination, intimidation and bullying, each employee is expected to assist in maintaining a safe education environment. Thus, each employee is required to take immediate steps to intervene, *when it is safe to do so*, if the employee witnesses an act of a student being discriminated against, harassed, intimidated or bullied. The employee is also required to report such actions to the Executive Director as soon as practicable.

Student Attendance

RMCS Guides shall take attendance each morning at 8:20 am. Although RMCS involves students with many of the day-to-day daily procedures of the classroom, **students shall never write on or be responsible** for the formal attendance that is turned into the office.

Employees are further required to adhere to the following protocols:

1. All attendance logging must be written in pen, including appropriate notations, markups (*i.e. ISP, A, etc.*).
2. “White out” is NEVER allowed on a formal document. Draw a line through the error, make the correction, and **initial** beside the correction.
3. Please ensure that attendance is delivered to the RMCS office **no later than 9:15 am** each morning.
4. In addition to the attendance sheets turned into the office, **each class must have a record of student attendance which is kept in the classroom.**
5. Students shall be marked tardy if they arrive after 8:15 am. **No student may be admitted into the classroom after 8:15 am without a tardy slip from the office.**

Student Discipline

Before a student is sent to the office for non-emergency infractions, there shall be evidence that other solutions have been attempted.

Each student arriving in the office shall have with them a note from their classroom Guide.

Behaviors that warrant immediate removal from the classroom to the office are:

- a. Fighting or purposely harming another individual
- b. Possessing any pharmaceutical item or paraphernalia
- c. Cruelty to any classroom animal
- d. Possession of dangerous items such as but not restricted to: guns, bullets, matches, fireworks, knives, and razors.
- e. Verbal disrespect of an adult or another student in the classroom

Purposeful disrespect to other students or adult(s) should be resolved as follows:

- a. Removal from classroom/activity.

- b. If this occurs between students, Guide will mediate with the students.
- c. If this occurs between student and Guide, student will be brought to the office and the Executive Director will mediate the situation.
- d. If a student is repeatedly disrespectful, the Guide must notify the parents in order to begin the process of working on the issue.

Procedure for other classroom disruptions or behaviors are follows:

- a. **First step:** student is given a warning.
- b. **Second step:** removal from activity.
- c. **Third step:** phone calls to parent/guardian. (The first three steps may all occur in the same day.)
- d. **Fourth step:** if the behavior does not stop as a result of the first three (3) consequences, the student shall be removed from the classroom and sent to the office. An Incident Report indicating that the child was removed from the classroom will be sent to the parent.

Quarterly Report

At the end of every quarter, Guides provide a report to the Executive Director with progress of students via in-class assessments, indicating the names of any students who are exhibiting signs of academic struggle. This report shall also include the names of students about whom there are other concerns.

Report for Monthly Planning

Guides are expected to attend all faculty meetings, level planning meetings, professional development, and work days.

Teachers will need to record work and planning meetings for use in determining professional development credits.

Each staff member is responsible for retaining all information presented at each staff meeting and emails or directives. Agendas and handouts provided at all meetings.

Faculty meeting notes will be maintained in the School's Google Docs account. Faculty/staff meeting dates is located in the Teacher Resource room.

Field Trips / Class Events / Guests in the Classroom

All field trips, class events, and guests in the classroom must be approved through the Executive Director and RMCS administration, and planned as far in advance as possible, keeping the following in mind:

- Event/activity approval must be obtained prior to the event (at least ten (10) weeks in advance);
- Timely notice of the event or activity, providing ample notice to parents is crucial (at least eight (8) weeks in advance); and
- Issuance of permission slips and requests for drivers and parent volunteers/additional supervision (at least six (6) weeks in advance).

In addition:

- Field Trips shall be included in the Annual/Monthly Lesson Planning;
- The trips shall have a curriculum standard tied to its purpose;
- Grade levels may plan field trips together. Understandably, classes may not always be able to take trips on the same day; and
- No employee may drive a student on a school day field trip or event.

Facility Spaces: Kitchen / Guide Retreat

Employees may use the kitchen facility and enjoy the Guide Retreat room, and assume community responsibility for implementing grace, courtesy, and respect for others by restoring the environment for the next user.

In the kitchen, a schedule of clean up and organization is expected by each class who uses it. Each Guide (and/or responsible adult) will be responsible for maintaining kitchen, faculty, storage, classrooms, and conference room areas. Please remember this is not an exhaustive list:

- Wiping down counter tops.
- Wiping out the microwave.
- Emptying out refrigerator on Friday afternoon.
- Generally keeping areas clean of clutter.

Each individual staff member is responsible for the following:

- Washing dishes **immediately after use** (not at the end of the day).
- Throwing scraps of paper away after using the cutting board.
- Returning cutlery to the proper place after washing.
- Generally keeping areas clean of clutter.
- Cleaning their items out of the refrigerator.

Use of TV/VCR

Please schedule use of equipment by reserving it on the calendar kept with the TV/VCR.

Classroom

1. The classroom environment is an important aspect to the work of the teacher. The Executive Director will provide guidance and oversight as needed.
2. Teachers are responsible for locking any outside doors and the faculty room, where student files are kept, each day before they leave. Thermostats are set by the Business Manager. Any questions or concerns are to be directed to the Business Manager.

3. Teachers are responsible for the presentation of their classrooms. There is an objective toward a Montessori aesthetic for the cleanliness and display level of each room.
 - a. Children's cubbies inside and outside of classroom must be clean and tidy. As the outside cubbies for backpacks and lunches are for daily storage, they are to be completely empty each day. Once a week they shall be dusted and cleaned. Nothing shall be kept on top of these shelves for display outside of the classroom.
 - b. There shall be no food left in the classrooms overnight. Wet foods should not be consumed over carpeted areas. There shall be supplies in each classroom for the students to clean up any remains from snacks, spills, etc.
 - c. Liquids shall be used over a tablecloth or tarp to protect surfaces and the carpet.
 - d. Displays of children's work shall be limited to one area of the classroom. Too many items can be a distraction to our children who have attention issues.
 - e. Space outside of the classroom (panels, walls) should be simple and free from clutter. Postings must be tasteful and have an appropriate aesthetic, in accordance with Montessori museum like feel of visual field.
 - f. Montessori materials shall be in good repair, clean, and displayed on shelves so they call to the child.

Copies

Copies shall be kept to a minimum to reduce waste, reserve funds for other areas. Always use your assigned copier code while using the copy machine.

Record Keeping, Report Cards, Portfolios

Guides will maintain daily record keeping for each student, thoughtfully, timely, and with data to complete progress and report cards, and distribute to the student's individual portfolio.

WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security/Medicare (“FICA”), California State Teachers’ Retirement System (“CalSTRS”) contributions, and State Disability Insurance from each employee’s pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security/Medicare (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. Membership in CalSTRS may effect an employee’s withholdings for FICA.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. CalSTRS: All eligible employees shall be enrolled in CalSTRS, and the School shall withhold the legally required percentage of the employee’s wages representing the employee’s contribution to the retirement system.

Every deduction from an employee’s paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee’s W-4 form. The W-4 form should be completed upon hire and it is the employee’s responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. RMCS will attempt to

distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. RMCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Make-up Time

Non-exempt employees may request in writing to be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one (1) day or forty (40) hours of work in one (1) week. Employees shall provide a signed written request for each occasion that the employee makes a request to make-up work time and authorization is at the option of RMCS. Make-up time is not encouraged and not guaranteed.

Pay Periods

Paydays are scheduled on the last day of each month for exempt salaried employees, and the 10th for hourly employees and substitute teachers. Each paycheck will include earnings for all reported work performed through the end of each payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the previous business day.

All inquiries regarding paychecks should be promptly directed to the Business Manager. Any corrections will be noted and appear on the following payroll.

Expense Reimbursements

RMCS will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of RMCS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the RMCS policy regarding purchases, a copy of which may be obtained from the Business Manager. In general, all expenses must have been previously approved in writing by Executive Director and/or the Business Manager.

All reimbursement forms must be complete and submitted to the Business Manager.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Health Insurance Benefits

Regular, full-time employees (who, for the purposes of this policy, are those employees regularly working thirty (30) or more hours per week on average) are entitled to health insurance benefits in accordance with the RMCS health insurance plan. RMCS will cover one hundred percent (100%) of the premium of selected annual plan for employees. The payment of premiums for dependents is the employee's responsibility will be deducted from the employee's paycheck.

Coverage begins the first day of the month following thirty (30) days of employment in a full-time position.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than thirty (30) days are responsible for selecting continuing health coverage and paying the full amount of the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

Disability Insurance

All employees are enrolled in California State Disability Insurance ("SDI"), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate.

SDI is administered by the California Employment Development Department ("EDD"). Employees should contact EDD directly if they have any questions regarding SDI benefits.

Paid Family Leave

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave ("PFL") program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption.

PFL is administered by the EDD. Employees should contact EDD directly if they have any questions regarding PFL benefits.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

RMCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. RMCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- RMCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORDKEEPING

Employee Evaluations

Each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of her/his employment with the School. Twice a year, the Executive Director will conduct a full evaluation of each Guide. This will be a collaborative process where the Guide is involved in helping to set goals and objectives. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to foster awareness of progress, areas of improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of RMCS and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. RMCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of hire, a personnel file is established for each employee. All employees are to keep the Business Manager advised of changes that should be reflected in her/his personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable RMCS to contact you should the change affect other records.

Every employee has the right to inspect certain documents in her/his personnel file, as provided by law, in the presence of a RMCS representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business Manager.

RMCS will restrict disclosure of employee personnel files to authorized individuals within RMCS. Only the Executive Director and Business Manager are authorized to release information about current or former employees. RMCS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

The RMCS calendar is generally approved in the spring for the following academic year and is posted on the website upon the RMCS Board of Directors' approval. RMCS holds a year-round academic calendar; please reference the specific year's calendars for school breaks and holidays for the year. The following holidays are generally taken:

- New Year's Day
- Martin Luther King Jr., Birthday
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Day

Other recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Breaks and Time Off

RMCS provides breaks and time off to eligible employees to enable them to take time off for rest and recreation. RMCS believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with RMCS personally satisfying. Breaks change year to year according to the school calendar. The following is an example of breaks; but always refer to current school year calendar:

- Fall Break = two weeks
- Thanksgiving = one week
- Winter Break = two weeks
- Spring Break = two weeks
- Summer Break = five weeks

Certificated full-time teachers/guides working a minimum of thirty (30) hours per week are allowed to take all above breaks off paid.

Classified full-time employees working a minimum of thirty (30) hours per week are allowed to take fifty percent of Fall, Thanksgiving, Winter and Spring breaks off. Employees will get 10 paid break days, anything beyond that will be unpaid. If a holiday falls within a break, you do not have to use a paid break day as holiday pay will be used. In Summer, we encourage administration employees not to take more than a week off, as this is a very busy time.

No employee will receive pay in lieu of breaks or sick time off. Upon termination of employment, the employee is not paid for unused breaks or sick time.

All planned time off should be approved in advance by the Executive Director. The first and last weeks of school are to be avoided if possible.

Unpaid Leave of Absence

RMCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School. Employees should speak with the Executive Director or Business Manager for information on unpaid leaves of absence.

If an employee's agreed-upon leave expires and the employee fails to return to work without contacting the Executive Director and/or Business Manager, it will be presumed that the employee abandoned her/his position with RMCS and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the RMCS Executive Director. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with RMCS, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees

may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

All eligible, full-time Teachers shall be credited with eighty (80) hours of sick leave at the beginning of each work year. All eligible, full-time classified/administration will be granted (40) hours years of service 0 – 4 and (80) during years of service 5+. All other eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year, on July 1st.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does not carry over from year-to-year and the School does not pay employees in lieu of unused sick leave.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of your sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School,

they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5)

eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the

same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

RMCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
 - Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and

grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Limitations on Reinstatement
 1. RMCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
 2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
 - Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue

hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

RMCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. RMCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
 - Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of

the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
 - Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with RMCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. Any employee who is injured on RMCS property is to immediately see the Business Manager and/or the Executive Director.

The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. RMCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

RMCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation

or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, RMCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RMCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Funeral/Bereavement Leave

Regular full-time employees will be allowed up to three (3) consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse/domestic partner, parent (including current parent-in-law), legal guardian, sibling (including current brother- or sister-in-law), child, grandparent, or grandchild.

If any employee requires more than three (3) days off for bereavement leave, the employee may request additional unpaid leave, which may be granted at the discretion of RMCS.

Time Off to Serve as an Election Official

Any employee who serves as an election official is eligible for unpaid leave on Election Day for purposes of service. Please notify the Executive Director and/or the Business Manager of your commitment to act as election official as far in advance as possible.

Time Off for Jury & Witness Duty

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. RMCS will provide non-exempt employees unpaid leave to serve, when required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide non-exempt employees with unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order.

All employees must notify the Executive Director and/or Business Manager of their commitment to serve on a jury or as a witness as far in advance as possible.

Time Off for Volunteer Civil Service

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Executive Director and the Business Manager of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that RMCS will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, s/he must notify the Executive Director/Business Manager before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most-free time for voting and the least time off work. Please contact the Executive Director or Business Manager to request and schedule time off to vote.

Time Off for Civil Air Patrol

Eligible employees who are volunteer members of the California Wing of the civilian auxiliary of the US Air Force, commonly known as the Civil Air Patrol, who have been directed by the US Air Force, the California Emergency Management Agency or other authorized state agency to respond to an emergency operational mission are entitled to ten (10) days per calendar year of unpaid leave. Leave for a single emergency operational mission shall not exceed three (3) days, unless an extension for time is granted by the authorizing governmental entity and the extension is approved by RMCS.

An eligible employee requiring Civil Air Patrol leave must give RMCS as much notice as possible of the intended dates upon which the leave will begin and end. Please notify the Executive Director and the Business Manager of requested leave under this section. The School may require certification from the proper Civil Air Patrol authority to verify the employee's eligibility and may deny the leave if the employee fails to provide the required certification.

School Appearance and Activities Leave

As required by law, RMCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of RMCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off for Bone Marrow Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

RMCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the

employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide RMCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide RMCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, RMCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees are required to inform RMCS's Executive Director, and receive approval, before accepting any employment or consulting relationship with another person or entity while employed by RMCS. While RMCS does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with RMCS that creates a conflict of interest or that interferes with the employee's work with RMCS.

If the additional employment is authorized, the School assumes no responsibility for it. RMCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Non-Disclosure of Personnel Information

Reason for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

Inquiries regarding an employee who has been terminated shall be referred to the Executive Director or Business Manager.

Resignation

Employees are free to resign without repercussion or retaliation. Either the employee or RMCS may terminate the at-will employment relationship at any time, with or without prior notice and with or without cause. While it is not required, RMCS requests that employees electing to resign to give as much advance notice as possible (preferably two (2) weeks) to allow RMCS to plan for the employee's departure.

An exit interview will normally be scheduled on the last day of work with the Executive Director or Business Manager. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at RMCS. RMCS appreciates receiving candid opinions of the employee's employment. Final pay will be provided on the employee's final day of employment (if the employee resigned with at least seventy-two (72) hours' notice) or within seventy-two (72) hours of the employee's resignation (if the employee resigned without notice).

Salary and Benefits in the Event of Termination

In the event of termination of employment, the employee shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

Employee References

All requests for references and employment verifications must be promptly directed to the Executive Director. When contacted for a reference or employment verification, RMCS will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for another employee.

INTERNAL COMPLAINT REVIEW

Open Door Policy

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

RMCS wishes to provide the most positive and productive work environment possible. To that end, RMCS has an open door policy where questions, suggestions or complaints relating to one’s job, conditions of employment, are welcomed. Other than in situations involving unlawful harassment, discrimination and retaliation, please refer to the “River Flow” policy on our website.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

RMCS reserves the right to amend, modify, add to, or delete any portion(s) of this Handbook to reflect changes in employment policy, except the at-will employment relationship cannot be changed unless put in writing that expressly states that it is changed and approved by the RMCS Board of Directors and Executive Director.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board Chair.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

RMCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____



Community Handbook

2018-19

In the special environment prepared...in our schools, the children themselves found a sentence that expresses their inner need. "Help me do it by myself."

~ Maria Montessori, The Secret of Childhood

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July 2018

Dear River Montessori Charter Families,

Welcome to our new school year! We are so very honored to share in the education of your children and take this responsibility to heart and with great dedication. As a Montessori school, we believe that we do this in partnership—student, guide, family, and school—a village working in harmony to support children in their individual development, modeling a respectful, nurturing, and synchronistic community, and celebrating all the differences that make the entire community beautiful.

Together, we believe in whole development. Together, we commit to the individuality of each child while respecting the needs of each individual and the greater community. Together, we partner to understand, assist, and admire your child's individual growth and learning this year. Together, we will see curiosity, joy, accomplishment, pride, risk-taking- big and small- in social, emotional, cognitive, and physical arenas. In addition, of course, we will witness the occasional disinterest, discomfort, challenges and struggle that are also part of childhood and aid in growing healthy, happy, competent, and capable adults. Together, we'll smile and sometimes ache at the respect and reverence required to allow our children to experience that which they will navigate in their childhood. Together, we will walk this journey with your children in our public Montessori school to support the whole child, create lifelong learners, and educate for peace.

Let's also acknowledge that there is no community as supportive as that of RMCS families and we are grateful and well-nourished by your energies and efforts! Your individual encouragements and gifts to support children and guides in the classroom are impressive and valued immensely. We thank you for the continuous contributions of our families through the River Montessori Foundation (RMF) to afford RMCS to enhance its educational offerings with such benefits as full-time assistants. We appreciate the tandem work of RMF and all of the families that make both fully non-profit organizations of our school work well and make each other better.

So as we begin this new school year together, let's celebrate the uniqueness of our public Montessori school and confidently head into another year of joyful learning for all. If you should ever have any comments, questions, or concerns, please let us know! Remember that we are always eager to understand your child better as well as your perspective as parents and guardians, and enjoy the mutual benefits of working together to support our students!

Peace, peace,

Kelly

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Mission Statement

The mission of River Montessori Charter School is to provide students with a learning culture grounded in Montessori Philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Our **vision** at RMCS is to create a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.

Core Values

Collaboration: working together, respecting others, and maintaining a global perspective enlighten students, teachers, families, and the larger community.

Academic Excellence: A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially and provides each student with the freedom to progress at their own developmental level and pace.

Individuality: The limitless potential of every child contributes to the strength and diversity of our school community.

Community: Shared experiences foster lifelong commitment to social responsibility.

Respect: Uncompromising responsibility for self, others, and the environment is critical to overall success.

Educating for Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

The Montessori Philosophy

1. The Montessori Approach to Education

As the American Montessori Society summarizes:

“A Montessori program is based on non-competitive and cooperative activities that help a child develop a strong self-image, high levels of academic and social competence, and the confidence to face challenges.”

“Encouraged to make decisions at an early age, Montessori-educated children are problem-solvers who can make appropriate choices, manage their time, and work well with others. They exchange ideas and discuss work freely. These positive communication skills build the foundation for negotiating new settings.”

“Research has shown that the best predictor of future success is a positive sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop the confidence to face change with optimism.”

Dr. Maria Montessori was a physician, research scientist, and educator during the late 1800s-early 1900s who made observations about how children learn. The Montessori Philosophy of Education is based on Montessori’s observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained adults who prepare these environments. Children learn independently in a prepared environment with teachers who guide and serve as the links between the student and the educational environment of academic materials and lessons. By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively. Students learn to develop healthy social relationships, to develop skills in concentration, and to master academic and life skills.

Over the years, the Montessori philosophy has evolved to challenge the whole child’s personality and intellect in a variety of multicultural and international settings. Dr. Montessori used her scientific observations of children to design functional learning environments created to support and enhance a child’s innate desire to learn about the world around him. Based on a strong integration of adult to child observation and practical hands-on activities, classroom materials offer learning experiences in a clear, concrete manner. Students use motor and intellectual discovery when working with these materials, with an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. Montessori education is based on a three-year developmental and academic learning cycle.

The integration of varied age spans allows older students to gain confidence by working and role-modeling materials with younger students as well as reinforcing their own understanding of academic subjects. Collaborative learning and projects completed in groups encourage students to teach and learn with each other.

A well-prepared Montessori learning environment is given careful attention, allowing and

encouraging the child accessibility to all materials she/he needs in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. This, in turn, decreases the need of direction from the teacher. As a result, children develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment as well as the individual student. Each classroom at RMCS follows Montessori's concepts and is carefully designed to provide for the developmental needs of its students.

The Montessori classroom contains materials to support learning in the core subjects of language arts (reading and writing), mathematics, and geometry, while also providing materials in the areas of history, geography, and natural sciences (e.g. biology, astronomy, and chemistry). Each classroom contains materials that teach specific concepts for the particular age range. The materials are designed in a logical sequence of skill acquisition and concept building while reinforcing the development of abstract thinking. The learning materials initially isolate knowledge to one concept at a time in a concrete manipulative style. The child progresses toward an abstract, more divergent, level of evaluation and analysis, while also moving toward self-set, teacher-supported goals.

Through observation and record keeping, the Montessori teacher assesses the needs and level of each student to guide him or her towards a path to meet individual interests, maturity levels, capabilities, educational needs, and academic success. As a result of these observations, teachers can make adjustments in individual learning plans, both academically and behaviorally. Students work at their own speed and must demonstrate mastery of material before progressing.

2. The Prepared Environment

A Montessori classroom is strikingly different from a traditional classroom: there are no rows of desks. Colorful materials are neatly organized into clustered areas—like a science area with materials to conduct experiments, reference texts, binders labeled with student's names charting their individual progress through the curriculum and housing their science reports, and a terrarium. Desks are interspersed with open space where children work together on rugs, or cluster around a teacher sitting on the floor answering questions. Students are typically so actively engaged in their work that visitors are undisruptive and an atmosphere of quiet concentration prevails.

The Montessori classroom facilitates independent learning and exploration. The environment is designed to strike the imagination, to lead the student to abstraction, and to provide a system of information storage and retrieval. The Prepared Environment facilitates the child's exploration of the essential principles of all disciplines through sequenced order and aesthetic appeal.

Technology elements are integrated into classroom life. Children learn to use calculators, computers, and multimedia devices as part of their everyday experience. Throughout the curriculum, as appropriate, internet resources supplement research collected first-hand from resources found in the classroom and the community. Montessori classrooms tend to fascinate

both children and their parents. Typically, they are warm, bright, inviting, and filled with plants, animals, art, music, and books. There are curriculum centers with intriguing learning materials, such as three-dimensional mathematical models, colorful maps, botany charts, and collections of natural specimens. Each material stimulates curiosity and the five senses.

3. Multi-age Learning Communities

Montessori education places children in multi-age groupings. Children aged six to nine and nine to twelve, and thirteen and fourteen are placed in lower and upper elementary and junior high classes respectively. This multi-age grouping gives many advantages to learning, including the following:

- Children can progress through the curriculum at their own pace, guided by an individualized learning plan.
- The classroom serves accelerated students as well as remedial or English Language Learner students well because it is enriched with materials for an age-range, up to the level of challenging the interests of the most advanced students. It is acceptable and expected that students will excel in one area but may struggle with basic concepts in another. The three year curriculum gives each student space to grow at various levels while meeting end-criteria before moving forward.
- Younger students are constantly stimulated by the interesting work of older students.
- Older students serve as tutors and role-models, providing leadership experiences. Older students grow from helping younger students and reinforce their own knowledge by teaching others. They also learn to empathize with the needs of children who are younger than themselves, building important social and character skills.
- In a mixed-age class, teachers work with the same students for three years, forming an integral and close mentoring relationship.
- The class retains a high degree of continuity since the majority of students in each class returns the following year. This makes it easier to orient new children and individualize the ongoing curriculum for each student.

The multi-age classroom is a groundbreaking concept for developing community and supporting students of varying levels of academic and social development. By creating a bond between parents, teachers, and children, Dr. Montessori sought to create a closely-knit community where individuals could learn to be empowered; where children could learn to become contributing, sharing members of their school-family; where students could learn to care for younger children, learn from older people, and trust one another; and where children could find ways to be acceptably assertive rather than aggressive.

4. Individualized Learning

Montessori philosophy posits that for education to touch a child's heart and mind, the child must be learning because he/she is curious and interested. Montessori strives to make learning its own reward with each success fueling the desire to discover even more. To appeal to each child in this way, the curriculum is individualized according to the following principles:

- Individual learning styles, timetables, and capacities are respected. The child must develop herself; the adult acts as a resource and a catalyst for development.
- Students are given the opportunity to choose what to investigate and learn.
- The student is responsible for mastering basic skills and basic core knowledge. The student will follow a written study plan for each week, which is arrived at jointly by the teacher and the student.
- The student will be supported in planning an individual schedule for completing work.

Materials and activities are designed to support different learning styles and multiple intelligences, such as linguistic, spatial, musical, kinesthetic, and interpersonal. Some children – kinesthetic learners – learn best by using their hands, taking measure of materials physically and thereby mapping them mentally.

Others — linguistic learners — are especially attentive to verbal cues and have innate ability to verbalize knowledge and to learn by listening attentively. Other children may benefit greatly from interacting with others, sharing, teaching, and collaborating to master the material; these are children with strong interpersonal learning skills. Montessori philosophy supports these differences and recognizes that children may also transition from one learning skill set to another as they develop during these formative years. One-size-fits-all teaching can fall short for these children.

5. Active Learning

Montessori materials are designed to stimulate the senses and engage students in active learning. Students are encouraged to pursue areas of particular interest to them, becoming “experts” (meaning the student is able to integrate this learning into his or her daily work and practice) and using all available resources, including internet and community sources to engage their curiosity.

The classrooms are prepared with Montessori-sourced materials, which are hands-on and encourage “experiential” learning, as opposed to the more traditional model of lecture and drill exercises, which are comparably passive. Repetition is accomplished by having a variety of materials with which to practice the same concept. It is this repetition — through active and multiple modes of learning — which leads to mastery of the concept.

Students learn by trial and error and by discovery. They learn to ask the right question, spontaneously engage in their own research, analyze what they have found, and draw their own conclusions. The

extended work period, typically three hours, offers both the time and resources for investigation and experimentation, using the internet, classroom library, and related indoor and outdoor materials, as well as opportunities to pursue research outside the classroom, in a community garden, the local library or museum, or by contacting outside experts. Throughout this process of discovery, students are not afraid to take risks and to learn constructively from their mistakes.

Students engage with the Montessori materials, which are designed to transition children from concrete understanding in early elementary to abstract thinking. This means that children arrive at abstraction through their own creative process and their desire to understand. This is a joyful process of intellectual development, inner awareness, and creative thinking. Again, the child's education is forged on the path to discovery.

Active learning is the heart of Montessori education. Rather than present children with the "right information" and supply the "right answers" up front in the form of lessons and lectures, Montessori educators guide students to ask the "right questions" and help them discover the answers for themselves. With this active approach, learning becomes its own reward and each success fuels the desire to discover more.

6. Montessori Curriculum Materials

Credentialed Montessori teachers present core subjects using Montessori materials. Montessori materials have been shown to be an effective way of meeting California state standards and Common Core. In addition, materials are supplemented with books, experiences, technology and other instructional materials to support the child's individual learning style. Supplemental materials to be added to the Montessori classroom are regularly reviewed staff. Dialogue continuously occurs between teachers and administration based on observation and assessment of individual student progress.

The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing), literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

Montessori materials are concrete representations of lessons, which guide the student to understanding a concept. Each Montessori material and lesson is specifically designed with a purpose, prerequisites, direct and indirect aims, typical age ranges, procedure, language, control of error, points of interest, variations and extensions, subsequent lessons, and its placement and importance in the entire curriculum. Teachers are trained in the selection, implementation, and outcomes of each material, thus solidly serving the student in his or her education. Materials are organized and presented sequentially, becoming more complex and abstract. Comprehension and mastery are required before student progresses to the next material. This allows the student to continue on a path of education that is uniquely individual, neither waiting for others to catch up, nor hindering others progress. It also provides constant placement of the student within the framework and assessment of

individual student progress, as well as offers an immediate diagnostic capability should a student struggle with any material or concept.

Materials are presented in small and large group lessons designed to inspire the student and encourage the student's thoughtful application of mastered materials and concepts. Typically, students progress through most group lessons with their yearly cohort, which incorporates a general pacing and allows for individual rates and movement to another group as necessary, similar to traditional educational system whereby a student would be "pulled out" for specific assistance, although the Montessori student remains in the classroom. In the Montessori Model, students find the specific support they need in a variety of lesson groups in the classroom, combined with the individualized attention of the trained teacher.

Of paramount importance are the Individual Learning Plans (ILPs), created at the beginning of each school year by the student in collaboration with the parent and teacher to determine a path of individual student success. The plans provide a process whereby strengths and areas of improvement are identified, goals are formulated, and specific learning objectives are agreed upon. In this way, the order and manner of learning new material is adjusted to the needs of each child as much as possible. The student's progress toward fulfilling his or her ILP is the primary focus of subsequent conferences, progress reports, and student self-evaluations.

Each student, in collaboration with the teacher, also develops a Weekly Work Plan (WWP), setting forth the goals, expectations, and assignments for the week ahead. Weekly Work Plans address core subjects of language, mathematics, and science as well as, other areas of personal development. Whenever possible or appropriate, WWPs offer students the opportunity to propose an alternative assignment that would lead to the fundamental objective, but which would be more interesting to the student. Teachers review the WWP of each student on a weekly basis throughout the school year.

Appropriate measures are taken to respect the confidentiality of any student records protected under the Family Educational Rights and Privacy Act. All records and assessments are available to parents and are sent to the student's new school in the case of the student transferring to another school.

7. Homework –The Montessori Way

The Montessori student often volunteers to continue research, do community service, and work on classroom related projects. Consequently, the Montessori student naturally develops good study skills, discipline, and responsibility. Continuing school-related projects at home also provides parents the opportunity to be involved in and stay current with their children's education. Daily homework, however, is not a part of a Montessori program. Nonetheless, if the student chooses, the teacher provides guidance for outside projects and activities based on the student's individual interests and needs. RMCS encourages daily reading individually and together, math fact practice, and cultivating a love of learning at home.

River Montessori Charter School Directory Information

Main Line: (707) 778-6414

Attendance: Extention 10

Name	Position	Ext.	Email
Kelly Griffith Mannion	Executive Director & Superintendent	14	kmannion@rivermontessoricharter.org
Michelle Leonard	Business Manager	12	mleonard@rivermontessoricharter.org
Lorna Rochman-McEntire	Education Specialist/ Coordinator of Student Support Services	25	edspecialist@rivermontessoricharter.org
Julie Carolan	Administration/Communication Manager	17	jcarolan@rivermontessoricharter.org
Alex Van Houten	River Crew Supervisor & RMCS Admin Coordination	13(RC) 10 Office	avanhouten@rivermontessoricharter.org
	School Administration	29	admin@rivermontessoricharter.org
Transitional Kindergarten/Kindergarten			
Grace Powers	Copper Creek Guide	11	coppercreek@rivermontessoricharter.org
Caroline Wagner	Ellis Creek Guide	19	ellisecreek@rivermontessoricharter.org
Lower Elementary			
Lisa Hartman	Kaweah Guide	22	kaweah@rivermontessoricharter.org
Emily Miyano	Tuolumne Guide	18	tuolumne@rivermontessoricharter.org
Deanna Peake	San Lorenzo Guide	23	sanlorenzo@rivermontessoricharter.org
Upper Elementary			
Roxanne Urry	Yuba Guide	21	yuba@rivermontessoricharter.org
Brendan Gagnon	Guadalupe Guide	20	guadalupe@rivermontessoricharter.org
River Crew			
Before/After School Care, Alex Van Houten	River Crew Program Supervisor	13	rivercrew@rivermontessoricharter.org

A Montessori Day (Bell Schedule)

Monday through Thursday

7:00am-8:00am	River Crew Care Program
8:00am-8:15am	Arrival
8:15am-11:45am	Montessori Work Period
11:45am-12:15pm	Transitional Kindergarten, Kindergarten, and Lower Elementary Lunch/ Upper Elementary Recess
12:15pm- 12:45pm	Transitional Kindergarten, Kindergarten, and Lower Elementary Recess/ Upper Elementary Lunch
12:45pm-3:00pm	Montessori work period with group activities such as art, music, physical
3:00pm-3:15pm	Dismissal
3:15pm-6:00pm	River Crew Care Program

Friday

7:00am-8:00am	River Crew Care Program
8:00am-8:15am	Arrival
8:15am-11:45am	Morning Gathering in the Multi-Purpose Room
8:25am-12:00pm	Montessori Work Period
12:00pm-12:15pm	Dismissal
12:15pm-6:00pm	River Crew Care Program

School Policies and Procedures

Arrival and Dismissal

Arrival

The Montessori classroom is a structured environment, and at the beginning of the morning work period, activities and work groups are organized each day. Late arrival interferes with the community as a whole and prevents the child from participating in cooperative learning experiences.

Please allow sufficient time for your child to arrive at school and not feel rushed. The feelings of the child as he enters class can set the tone for the day.

Between 8:00 a.m. and 8:15 a.m., RMCS staff and volunteers greet students as they are dropped off from their cars. Please refer to the RMCS parking and traffic flow map available on-line or in the office. Children arriving after 8:15 a.m. are late, and **must** be signed-in at the front office by a parent or guardian immediately upon arrival. Please park in the designated area and walk your child in through the main entrance and sign-in at the front office.

Dismissal

Regular pick-up is between 3:00 and 3:15 p.m., Monday through Thursday, and from 12:00 to 12:15 p.m. on Friday. Please refer to the parking and traffic flow map posted on the school website for information regarding carline/carpool pick-up. A staff member will assist children to their vehicles in the car pool traffic lane. Please have the back seat on the driver's side available for your child's use so that we are efficient in loading all the cars. Students with written parental permission to sign themselves out from school will be released Monday through Thursday at 3:15 p.m. and Friday at 12:15 p.m. so they are not crossing the car-line in order to ensure their safety.

Absences and Truancy

Absences

Montessori philosophy requires that we respect the concentration and level of development of each child. The Guides spend time and energy preparing curriculum and lessons for each day so that each child may make continuous progress in their personal and academic development. Social work groups and roles in projects are established by the children at the beginning of the day. Please help ensure your child's social and academic progress by avoiding unnecessary absences and late arrivals. If your child is frequently tardy or absent, he or she may not make the progress you expect because we cannot provide a consistent flow of work for the student.

Attendance is mandatory at our public charter school. If your child is absent, you must email or call

the office within 24 hours and (per law) state the reason.

According to the State of California, absences are considered excused for the following reasons:

- Student illness
- Quarantine by a county or city health officer
- Student medical appointment
- Attendance at a funeral for an immediate family member
- Justifiable personal reasons (religious holidays or celebrations, appearance in court)

All other absences are considered unexcused.

A student who is absent three full days without a valid excuse, or on three occasions is tardy or absent for more than thirty minutes, or any combination thereof, is a truant (E.C. 48260). Truancy can lead to severe consequences, including fines, criminal prosecution of parents, and loss of enrollment. RMCS is required by California Department of Education (CDE) to notify parents in writing with attendance patterns and concerns. Beginning in 2017, the CDE now mandates regular attendance-tracking to be submitted as part of required reports to the state.

In addition to the loss of valuable work time for your child, when a student is absent from school it also results in a loss of funding for our District. The State of California does not reimburse school districts for days students are absent. RMCS asks that parents support students and the school with an independent study plan to ensure learning progress and to recoup lost funding (please see Independent Study).

Tardiness

Students arriving after 8:15 must sign in before going to their classroom. Please note that tardiness is a serious detriment to student and classroom success as lessons and collaborative groups start promptly at 8:15a.m.

Excessive tardiness will result in a mandatory conference with the Executive Director and possible loss of enrollment.

Independent Study

An Independent Study contract can be arranged for an anticipated absence. Please contact school administration *and* your child's guide at least 5 days before the planned absence, or with as much advance notice as possible. Your child's Guide and school administration will prepare documents and a work plan for you and your child to complete. These documents are audited by the state in order for the school to receive funding for Independent Study.

Circumstances requiring more than 10 days need to be approved by the RMCS Executive Director.

Independent Study Timeline

At least one week prior to leaving:	Notify the office & Guide of your desire for a short-term Independent Study
3 days prior to leaving:	Confirm a meeting time with your Guide
1 day prior to leaving:	Meet with your Guide and child to go over the contract and assigned work
While you are gone:	Assist your child with their assignments
No later than 5 days after your return:	Return completed assignments to your Guide

Incomplete Independent Study assignments, and those assignments not returned will void the Independent Study Contract and your child's attendance will be noted as unexcused absences for the dates your child was out of school.

Communication with RMCS

Effective communication supports the Montessori triangle of child, school, and parent. RMCS communicates with families in a variety of ways to ensure a successful relationship.

Communication Between Home and School:

School Announcements and News: Timely announcements such as health alerts, calendar notices, and upcoming special events or deadlines are distributed via email and are available in English and Spanish. Hard copies are provided upon request for families with limited access to the internet.

School Newsletter: *The River Current* is generally published electronically, and provides school information and parent educational resources, including a director's letter, calendar of events, student articles, news and tidbits, book reviews, and parenting articles. *The River Current* is available in English and Spanish. Hard copies are posted in the office and provided to families upon request with limited access to the internet upon request.

School Website: The calendar on the school website is regularly updated. Essential documents pertaining to governance, registration and enrollment, school day information, etc. are all posted on the school website.

Signs Posted: Public notices and timely calendar changes are all posted in the office and in

administration windows for consistent, 24/7 public access.

Family Communication with Staff

In the spirit of our community, if a Guide has a particular concern about your child, s/he will contact you directly to discuss it. Likewise, if a parent has a particular concern about their child, it is expected that the parent will contact the child's Guide directly to discuss it.

Please keep in mind that classroom Guides are preparing for the students daily from 7:30am –8:00am at which time s/he begins greeting the children and then is involved in classroom structure until the end of the school day. It is best to email your classroom Guide and coordinate information and/or a time to meet.

Partnership Meetings are regularly scheduled two times per year; prior Fall and Spring breaks. Additional meetings can be scheduled with your child's Guide as necessary.

Observations

Montessori has a unique understanding of observation as a tool to discover what a child needs for continued development, whether academic, social, physical, or emotional in nature. Through this relationship, the Guide strives to help the child achieve independence and self-motivated learning. Discovery by the child of what he knows unconsciously is the basis of the approach to learning at the elementary level. It can be a joyful experience for the child and the observer.

River Montessori opens its classrooms for observations approximately two months after the start of the school year to allow for the children to normalize or adjust as individuals and allow the cohesion of individuals and the group. Anyone interested in observing a classroom must schedule an appointment with the main office and the Guide.

Parent University: Curriculum Presentations and Parent Education Forums

Throughout the year, parents are encouraged to participate in the various curriculum activities and presentations offered by RMCS staff, classrooms, or the Board of Directors. These sessions include specific components of the curriculum, Montessori philosophy, or informational forums. The purpose of these events is to educate parents about Montessori education, the design and mission of the school, and to further develop a successful collaboration between home and school. Participation in these events also counts toward a family's volunteer hours.

Parent & Community Surveys

Throughout the year RMCS school administration publishes surveys to parents and the community, requesting parent response. These surveys are an important method of the RMCS administration's gaining insight and feedback from a busy community. Summary information from these surveys is not only used by school administration but is also shared with the RMCS board of directors, state review agencies, potential funding agencies, and parents - all who share differing interests in the RMCS community. RMCS

strives to have every voice heard, and urges each parent to commit to completing surveys when requested throughout the year.

Family and Emergency Information/Change of Authorized Pick Up

Family and Emergency Information forms are completed at the beginning of the school year. This form allows families to identify car pool drivers, care program providers, or other adults such as parents of your child's friends that may routinely pick up your child during the school year. Adults designated on this form are authorized to pick up your child at dismissal. Students may be released to individuals named on their *Family & Emergency Information Form* in the event of a school or family emergency. If you would like your child to be picked up by someone other than those designated on the form, you must notify the office in writing **before noon**. For your child's safety, your child will not be released to someone who you have not provided written authorization as designated pick-up adult. Notifications by phone and changes during carline will not be accepted. Please drop off your written request to the office or email admin@rivermontessoricharter.org.

River Crew Childcare Program

Recognizing that families have needs for their children beyond the hours of the school day, RMCS provides a child care program called **River Crew**. River Crew operates with the same philosophical basis as our Montessori classes. Children will engage in arts and crafts projects, planned and unstructured indoor and outdoor activities, and enjoy social time with other children.

Information regarding hours and schedules during non-school sessions are available on-line, in the office, and through announcements. It is necessary to register for River Crew. Enrollment forms may be found on our website.

- The program is overseen by a California credentialed teacher who is an employee of the school.
- Child care is prepaid by the first of the month. Drop-in rates are invoiced monthly and are due immediately upon receipt.
- During scheduled bi-annual Partnership Meetings, child care is available to all families during their conference meeting time at no charge.
- Parents whose volunteer activities are during River Crew hours are offered child care at no charge.

Parents or care givers are required to sign children in and out from River Crew through an on-line program. This helps to ensure your child's safety and is necessary for administration to maintain accurate records.

Student Health

Medical Health Forms

At the beginning of each school year, a Student Health History form is required as part of new and continuing student registration. This form is used to update and document health information for all students including allergies, medication taken prior to and during school, and recent illnesses or medical conditions.

Dispensing Medication

Forms are available should a student require medicine to be dispensed during the school day. Parental and Physician consent are required for any medication (prescription or over the counter) dispensed at school. Medication must be in the original pharmacy container, labeled with the student's name, name of the medication, proper dosage and instructions, expiration date, and name of the prescribing physician. Parents are responsible for maintaining current prescriptions and current dosages. In addition, for those students with asthma or severe food allergies, a food allergy action plan and/or asthma action plan must be completed by the provider.

Guidelines for Returning to School After Illnesses

When assessing your child's readiness to return to school after an illness, please consider the following factors: the child's ability to participate fully in their work and activities throughout the school day, and the potential for infecting child's classmates and other students.

A physician's note is required to permit a child with a contagious infection or disease to return to school. Please consult the following additional standards in making your assessment:

Bronchitis: on antibiotics for 24 hours or more

Chicken Pox: when lesions are crusted over (approximately one week)

Colds: no presence of yellow or green mucus, which may be related to an infection (may return if there is no elevated temperature, sore throat, or severe cough)

Conjunctivitis: when discharge from eyes has stopped; for bacterial conjunctivitis, usually 24 hours after starting antibiotic eye drops; see physician regarding viral infections

Diarrhea: free of diarrhea for 24 hours or more if caused by illness and not medication

Ear Infection: on antibiotics for 24 hours or more

Fever*: fever-free for at least 24 hours (readings generally lower in morning)

Rash: Please provide a physician's release for any atypical redness or rash

Strep Throat: after treatment with antibiotics for at least 24hours

Vomiting: free from vomiting for 24 hours or more

**a fever is defined as having a temperature over 100 degrees*

Medical Emergencies

In case of a medical emergency, the most expedient procedure for the safety of the child will be followed, with immediate attempts to reach the parent(s)/guardian. 911 will be called and direction from emergency personnel will be followed.

General Information

Accountability

State Reported Measurements

RMCS complies with all State of California published standards for charter schools in Language Arts, Mathematics, Science, Social Sciences, and Physical Education.

Our philosophy dictates that the accomplishment of performance outcomes is achieved by working to develop positive character traits in students while they learn. Montessori education integrates outcomes and the learning process. For example, independence is a behavior that is not separate from the process by which it is attained and practiced. Similarly, academic competence is the disposition to do things in certain ways, the ability to recall knowledge, and the skills to enact appropriate academic procedures. Consequently, in addition to State of California published standards RMCS will focus on developing several attributes of successful learners and positive character traits in our students.

Student performance will be assessed through:

California Mandated Standardized Tests

- CAASPP – California Assessment of Student Performance and Progress (Levels 3-6)
- CAST Science Assessment (Level 5)
- PFT (Level 5)

Local/Internal Assessments

A cornerstone of Montessori education is keen observation of each student as they pursue their work. RMCS teaching staff uses a series of internal assessments to monitor individual progress, including daily observation, record keeping, weekly individual learning contracts, work plans, and portfolios. These techniques are designed to provide a holistic assessment of the student's learning.

Both students and parents play central roles in assessment. As each student matures, they play an increasingly integral role in setting their own goals, assessing their own work, and tracking their own progress. Parents participate formally at least two times a year in conferences, with frequent teacher interaction encouraged.

Montessori Methods of Student Evaluation

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress. Early in their educational career at RMCS, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection, and self-correction are important lifelong skills that students

acquire from the earliest years in a Montessori environment. Additionally, students have experience from their earliest years that their learning is a partnership with teachers and parents.

Teachers and students establish and agree upon daily, weekly, and monthly goals. Teachers will maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he or she moves through various time periods.

At any given time, a Montessori teacher knows precisely where a child is academically, developmentally, socially, and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, issues and concerns emerge and are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly structured program, parents are alerted quickly to any concerns throughout the year. Additionally, RMCS will provide formal documentation of the student’s progress quarterly. Progress reports will be sent home bi-annually (in the Fall and the Spring), and parents/guardians receive end-of-term reports at the end of each school semester (January and June).

Portfolios

Twice each year, students and teachers go through the student’s completed work and make selections for their portfolios. Students prepare a self-evaluation of the selected work; what he or she accomplished, what he or she enjoyed the most, what he or she would like to learn next.

Written evaluations

Teachers evaluate student’s level of academic mastery and behavior (personal development) once each semester.

Self-assessment

Students reflect on both long and short-term planning of organizational and study skills as well as behavior goals.

Informal Oral Exams

Students share current work with the teacher verbally. Teachers continuously solicit feedback and understanding from the children on every aspect of their work, progress, perspective, and analysis.

Demonstration of Mastery by Peer Teaching

By guiding and advising each other and sharing what they have learned. Students in a Montessori classroom reinforce their knowledge through teaching.

Formal Presentations of Projects and Reports

Teachers expect group and individual presentations of projects and reports in the Montessori classroom. Teachers evaluate the students’ level of understanding of the topic through these formal presentations.

Ongoing Teacher Observation

A core tenet of the Montessori philosophy includes daily comprehensive observation. These observations go beyond work choices and performance. The teacher records notes on the student’s level of independence, coordination, organization, and concentration, as well as all areas of

development, understanding of work, and success in managing student and community responsibilities.

Rubrics

A rubric uses descriptors explaining what is and is not present in the work. With these descriptors, the learner knows exactly how to improve his/her score on an assignment or project.

School Culture

One of the keys to success for children at RMCS is their ability to balance freedom with responsibility. Students take a role in their own learning that is increasingly active, self-directed and independent as they get older. Children are supported to be responsible and respectful toward themselves, other people, and their environment, and to have a positive attitude toward their work.

RMCS is committed to teaching conflict resolution skills through modeling. Discipline is non-punitive, with an emphasis on protecting the civil rights of all students, and teaching positive communication skills and guiding students to work together to find peaceful resolution to conflicts. RMCS discipline practice is rooted in the belief that peace can be learned by example and modeled as an active, positive value.

Zones of Regulation

RMCS has been working at all levels with the “Zones” and students are responding with increased self-awareness and positive success. Please enjoy a brief description of the Zones of Regulation.

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.



The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be same in the library.

Snacks and Lunch

RMCS is a nut-free and sesame-free school. There are children enrolled at RMCS with life-threatening allergies. Please support the school community in providing a safe and healthy environment for each and every child at RMCS and do not send snacks or lunch items to school containing nuts, sesame seeds, or sesame products.

If you send a snack from home, please eliminate sweets such as candy and soda; instead, send healthy foods such as fresh fruit, cheese, crackers, and fruit juices. Each classroom has its own procedure and schedule for snacks.

River Montessori Charter School does not offer a cafeteria-based hot lunch program and students must bring a lunch from home, if they are not participating in the Foundation or Upper Elementary offered lunch fundraisers. As a school focused on care of the environments, we operate a no waste practice. We encourage the use of re-sealable containers for lunches. Soft lunch boxes with cooling packs are recommended. Students do not have access to a microwave or refrigeration for their lunches.

Special Events

Throughout the year, members of our school community come together for educational meetings, student performances, open houses, and fundraisers. These community-building gatherings afford an opportunity for families, faculty, staff, and children to get to know each other better and learn more about Montessori and RMCS.

During events on school grounds, participants must respect the classroom learning environments by not going into classrooms unless it is a part of the planned activity. Our teaching staff devotes considerable time and effort in preparing classroom environments, and honoring the integrity of classroom materials and structure is essential.

Parents are expected to provide firm and consistent supervision of their children during special events at the school. Children need parental support during events outside of regular school hours in understanding that school rules are still in place before and after school and on evenings and weekends.

Birthday Celebrations

Birthdays are special occasions, and RMCS honors and celebrates these events with the Montessori Birthday celebration using a picture of the child for each year of life noting milestones, accomplishments, and growth. RMCS supports a common theme of acknowledgment, but each class may have different expressions to celebrate the day. You may choose to donate a book to the classroom in the name of your child or consult the teacher regarding other contributions or celebratory sugar free healthy snacks for the classroom. **Please contact your classroom teacher a week before your child's birthday to arrange a birthday celebration for your child.**

Board of Directors

River Montessori Charter School is governed by a Board of Directors, comprised of both community and parent members. The Board has the ultimate responsibility for the success of the school. The board sets policy for the school and hires a director, who in turn, hires and manages the staff of the school. Working through the RMCS Director, the RMCS Board of Directors ensures all laws and regulations are being followed, and that day-to-day operations are consistent with the mission of the school. In consultation with the Director and Business Manager, the Board develops and approves the budget for the school.

The Board of Directors performs most of its work through committees. These committees consist of directors, parents, and members of the community. The board meets regular through board or committee meetings, both of which are open to the public. The dates and times of all meetings are posted at the school and on the school website. The board discusses issues, sets policy, and conducts their business for anyone to observe; public comment is invited at the beginning of each meeting.

Directory

The annual RMCS family directory is published and distributed annually by the River Montessori Foundation.

Calendar

The RMCS academic school calendar is approved annually by the Board of Directors and is available on our webpage (www.rivermontessoricharter.org).

Cell Phones

Students are not allowed to use personal cell phones during school hours. They must remain completely turned off (not in silent mode), and secured in their backpacks or bags, until dismissal. Cell phones may not be out during class time or on the playground. Cell phones may not be in student's pockets at any time during the school day.

Out of courtesy and respect to the work flow of RMCS students' and staff, we ask that all staff, volunteers, and visitors, do not use cell phones during the school day. If it is necessary, due to a personal situation to maintain communication, adults may put their phones on "silent mode."

Classroom Volunteers

RMCS loves and whole heartedly welcomes its dedicated volunteers! In order to volunteer for RMCS, volunteers must pass a criminal background check with the California Department of Justice using Live Scan fingerprinting. Please obtain a Live Scan form with our school codes from school administration. Ed Code requires that volunteers who are exposed to children on a frequent basis must also have tuberculosis (TB) clearance in order to help prevent the spread of communicable diseases. Volunteers assume all costs associated with the clearance. Please advise the office if this is a hardship. All classrooms must complete the normalization period before parent volunteers are invited in to help. For additional information please refer to the Volunteer Guidelines located on our website.

If you will be driving students other than your own for school related field trips or excursions, a driving clearance is required. A copy of your driver's license and insurance policy showing liability and coverage limits (not the insurance card) must be on file and current at the time of driving.

Computer Use

River Montessori offers age/grade-level appropriate limited access to the Internet from computers in the classrooms. The Internet is compatible with Montessori philosophy as a teaching resource because it allows students to become familiar with the global nature of information and to form links with children around the world. Access to the Internet is a privilege. All students are supported to practice computer etiquette and safety. Please also reference Internet Policy/Guidelines that you and your child are required to sign as part of the enrollment process.

Partnership Meetings/Conferences

Partnership Meetings (formerly referred to as Parent/Guide conferences) are conducted twice a year

before the Fall and Spring breaks. These conferences are very important to your child's academic success and it is expected that parents or guardians and your child attend both scheduled conferences.

Dress Code

Children's clothing needs to be comfortable and appropriate (see list of non-allowed clothing below) in order to participate fully in all classroom and outdoor activities/play. You will also see in the list below, the most appropriate shoes for safe play and activities at school. Clothing labeled with the child's name is helpful if articles are lost. Unclaimed lost articles will be kept until the end of each quarter in lost and found and then donated to a local charity.

Students will discuss classroom community responsibilities and standards during initial community meetings for what is respectful and this includes appropriate clothing. Guides will let a member of the class know if they think a child's dress is inappropriate. Elementary students generally feel that extremes of clothing are out of place. Clothing with messages and icons of pop culture distract from the work and peaceful culture of the school and classroom. Personal appearance, dress, or grooming must not disrupt the educational process or threaten the health or safety of any individual.

The following articles of clothing are not permitted:

- Commercial images or icons (i.e. cartoon/ television characters, rock bands, etc.)
- See-through or revealing shirts
- Backless, strapless or tank tops
- Halter tops or dresses
- Low-cut tops or dresses
- Bare-midriff tops
- Clothing that fails to conceal undergarments
- Shorts or skirts shorter than the middle finger when arms are held down by their sides and also not more than 5 inches above the kneecap when kneeling
- Pajamas or slippers (other than classroom slippers)
- Extremely tight or excessively oversized clothes

In addition:

- Pants or shorts must be worn above the hip bones
- Make up is not permitted. Nail polish may be worn.
- Headwear may be worn outside only

- Shoes should be solidly on the student’s feet to help ensure safe participation in school activities. No flip flops, backless sandals, high heels, or shoes with wheels (hidden or exposed) or games are permitted. Tight open toed sandals are permitted.
- Any clothing, jewelry, or accessories that create safety or health concerns or cause or threaten to cause a disruption to the educational process are prohibited (long earrings, chain belts, etc.). Please discourage your child from wearing expensive jewelry items to school

Field Trips and Going Out

The school will periodically conduct field trips to provide cultural, scientific, social, or educational experiences for the children. Notices and permission slips will be sent home in advance describing the objectives of the field trip, and requesting drivers, if needed.

Walking field trips may encompass local businesses or outings to nearby Schollenberger and Ellis Creek. A permission slip for walking field trips throughout the year is included in registration documents. Field trips requiring vehicle transportation require a separate permission slip for each outing.

Parents who volunteer to chaperone for field trips are expected to adhere to the Parent Guidelines for Trips outside the School (see Appendix).

“Going out” is a term unique to the Montessori approach to the elementary-aged child. It is a mini- field trip, usually four to six students who have a particular interest in a certain area. The children plan all the details and arrange the logistics of the trip. These excursions encourage individual interests and responsibility for learning. They provide research opportunities that are an integrated extension of the curriculum.

Garden

Children will be encouraged to work in classroom gardens, to plant, to water, and harvest their “crops”. From time to time, children may come home a little dirtier than usual—at RMCS gardening is considered hands-on science. Parents are encouraged to assist in the garden on weekends or evenings. Please contact your child’s guide or the office for volunteer opportunities.

Libraries in Montessori Education

Montessori classrooms maintain their own libraries and can consequently offer great overview materials while specializing in the children’s interests. Books serve as learning materials in the classroom and are used daily for research, language work, and enjoyment. We appreciate the many books families share to maintain exposure and inspiration. Families are encouraged to use the Sonoma County Public Library.

Parent Lending Library

RMCS maintains a small lending library; a collection of Montessori, parenting, and other reference books/materials that have been favorites of Montessorians and community members over the years. This budding library is maintained in the school office. Parents may sign out books and materials, and are welcome to bring reference materials to donate or share with others.

Lost and Found

Found items with no identification will be placed in the lost and found area. RMCS is not responsible for lost or damaged personal belongings. Items left in lost and found will be removed quarterly. It is recommended that all items are labeled before being brought to school. Unclaimed lost articles will be kept until the end of each quarter in lost and found and then donated to a local charity.

Parent Participation

Achieving high academic outcomes, teaching values, and developing character cannot be accomplished without the close partnership of parents/guardians and families. For example, the role of parent/guardian is a paramount in developing civic values and ethical behavior in their children.

Consequently, we believe that children learn more when their families and schools work closely together.

RMCS encourages parents to be an integral part of their child's education by learning about the Montessori philosophy, observing the classrooms, and volunteering in the school. Families are encouraged to make a commitment of time and energy to support the school, thus utilizing their skills and talents. There are many different ways in which parents and families can participate: helping in the classroom, organizing and chaperoning field trips, serving on the Governing Board or school committees, organizing and directing after-school enrichment activities, and providing clerical assistance to the teachers and staff of the school.

RMCS encourages parents to fulfill a minimum of 40 hours of volunteer service to the school each academic year. Parents with more than one child attending the school are expected to contribute an additional 20 hours of volunteer time for each additional child in attendance. However, no student will be removed from the program if the parent(s) fail to meet the target for volunteering. Parent Involvement Pledges are included in registration and parent materials that allow parents to sign up for various volunteer options that align with their talents and interests. Hours donated are logged on a Volunteer log sheet, and are maintained in the school office. The following agreement is included on every log sheet, which is signed by each volunteer:

VOLUNTEER CONFIDENTIALITY AGREEMENT:

With my signature above, I am in agreement that In my capacity as a parent volunteer with River Montessori Charter School (RMCS), I understand that care and courtesy of one another and our environment is key to our environment and commitment. In the course of the school day, or any activity or event sponsored by the RMCS Foundation or school, I may be in a position to hear confidential student information relayed verbally between parents, staff and faculty members.

I agree to respect the confidentiality of all students and families currently or previously enrolled at RMCS by not disclosing any information that I may be exposed to in my capacity as a volunteer.

In addition to the active participation of families in RMCS, a secondary emphasis of the program is to provide parenting classes to help parents recognize the uniqueness of their child(ren) and to enhance their ability to parent and be their child's primary teacher. Parent education opportunities also enable parents to learn more about the Montessori philosophy and the classroom environments to serve their children in learning.

RMCS's Board of Directors and Director/Superintendent regularly consult with both parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to parent-teacher conferences, meetings and surveys.

Parents and community members are continuously involved in RMCS through opportunities to participate on the governing board of the school and through the "Foundation," which coordinates volunteers and parent led activities and facilitates communication between students, parents, and school faculty/administration.

Personal Property

The Montessori classroom is an enriched "prepared environment" of didactic materials that lead children toward abstraction of the concepts being studied. Each beautiful apparatus engages the students to seek meaning in knowledge and provides learning at an individualized pace in a self-paced, supportive environment. Montessori does not use textbooks as its core curriculum and supplements the research and culturally based studies with appropriate resources.

Therefore, we do not encourage the child to bring articles to school that may distract from learning experiences. We welcome books or other objects that relate to the work of the classroom to continually maintain the inspiration and collaborative work of the group. Items related to culture, heritage, science, and history are appreciated. Toys, games and commercial products should not come to school.

All students need a variety of supplies at school. Many items, such as paper and writing implements, need to be replenished during the year. We appreciate the generous donations of our families to ensure that every classroom is well stocked for great learning and inspiration as it occurs.

River Montessori Foundation

The River Montessori Foundation or “**Foundation**” is the primary fundraising organization for River Montessori Charter School and is led by parents and larger community members. *Aside from raising funds for RMCS, the Foundation also shares two additional goals: to increase awareness of the Montessori Philosophy and to support the Montessori community.* All parents are automatically a part of the Foundation, and are welcomed and encouraged to participate in meetings and activities to support the school

There are many ways that the Foundation supports the school, often behind the scenes, working to provide support to families and the school. In addition to publishing an annual family directory and hosting events and activities throughout the year, the Foundation also organizes a monthly coffee social prior to each monthly Foundation meeting. As a 501c3 organization, the Foundation has officers and committees that work tirelessly for the RMCS community. While the primary focus of the monies raised directly fund classroom assistants, music, physical education, other special areas of funding and activities are determined through Foundation members in meetings.

The Foundation also shares weekly messaging to the RMCS community through emails, called “RMF Foundation Flash.” These messages are always full of valuable and timely information to the community.

Following is a sampling of events and activities that the Foundation organizes and supports throughout the year:

- Back to School BBQ
- Monthly Coffee Socials/Foundation Meetings
- Burger & Pizza Lunches
- Dine-n-Donates
- Golf Tournament
- Lagunitas Parents Night Out
- Walk-a-Thon
- Creator Faire
- Book Faire
- Variety Show
- Spring Gala
- Annual Fund
- Annual Family Directory

Emergency Preparedness

River will be conducting emergency drills throughout the school year so that students and staff are prepared in the event of an emergency (see the section on Safety below). Another important component of emergency preparedness at school is ensuring that each child has a small emergency kit on site, and that each classroom has a store of basic first aid and emergency supplies. We ask that you support your child and the school in these efforts by sending the following items for your student. Most of these items can be purchased at the local drug store. These kits will be returned to you during the final week of the school year.

Write your child's name, date, and classroom CLEARLY on the outside of a one gallon zip-lock bag with a waterproof marker (one bag per child please). Then assemble the following items in the one gallon-sized zip-lock bag:

1. An emergency card that includes *all* of your contact information (including email) plus a friend or relative living more than 50 miles from Petaluma
2. A plastic garbage bag that can double as a rain poncho
3. Food such as jerky, energy bars, or granola bars (4) **(nut and sesame free)**
4. A dust mask
5. Water or juice boxes (2)
6. An emergency solar blanket
7. Band aids
8. A family photo, small card game, or a comfort item that will fit into the bag and have meaning for your child
9. Whistle on a lanyard
10. A small flashlight with batteries

Safety

Fire & Earthquake Drills: Regularly scheduled fire, earthquake, and emergency drills will be conducted in conjunction with the local emergency departments. Guides and students periodically review the drill procedures, which are posted in a visible location in each classroom.

Emergency Evacuation Plan

The school has an Emergency Plan and coordinates its procedures with local emergency responders.

Fire, Weapons, Illegal Substances, and Tobacco

Possession or use of fire, weapons of any kind, illegal substances, or alcohol or tobacco products within the school building, on school grounds, or on school buses by any individual, including school personnel, students, and parents, is prohibited at all times.

Transportation Safety

Your cooperation is essential if we are to keep children safe in the parking lot and traffic lanes at River Montessori. **The speed limit on school grounds is 5 mph at all times.** Please refer to the parking and traffic map posted on the school website for detailed information about parking and traffic flow patterns around the school.

Both gates on the school site will be closed during the school day. Full use of the playground and outdoor space around the school is essential to the health of our students! For this reason, the gates are opened during arrival and dismissal times only. If you need to enter the school building during the school day, please park in designated areas in front of the school and enter through the main office.

Parking on the East side of the building is reserved for Cypress School.

Please do not leave children unattended outside of the school building, in the parking lot, or at neighboring properties. Parking and traffic lanes are in close proximity to the school building, and children left unattended outside or in a parked car are not safe and require your supervision.

Visitors and Volunteers

Each time an adult visits the campus, they must check in at the office and get an identification badge. This is a mandatory requirement even for those parents who frequently work in the classrooms. Not only does this protect the safety of our children but it also allows us to identify who is on campus in the event of an emergency. Classroom volunteers must submit to Live Scan screening and have verification of a negative TB reading on file in the office.

Appendix

Code of Conduct

RMCS is a place which promotes values that are in keeping with the School's Mission. All students, parents, Guides, and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that intimidate or put at risk the safety of others or oneself. This includes behavior that may be considered intentional anti-social. For the purpose of this Code of Conduct, "School Community" comprises the Director, Guides, staff, learning specialists, program directors, students, parents, guardians, step-parents, relatives, friends, supporters, caregivers, and invitees of the School who attend the School, or elsewhere, for the purpose of visiting, viewing, participating, supporting or being present for any official activity, whether learning or social, held by or for the benefit of the School and its students. The School Community Code of Conduct sets clear standards of behavior which are expected of members of the School Community. It specifies the consequences for any member of the School Community who does not comply with those standards of behavior, whether those persons are on the School's campus, in transit to or at another location for the purpose of any School-authorized events or activities.

Background

Dr. Maria Montessori integrated a code of conduct into her curriculum emphasizing grace and courtesy. Behavior in a Montessori classroom is no different in our homes or the social community; respect and care for each other, our environment and ourselves.

The following are the principles which provide the framework for the River Montessori Code of Conduct:

Honesty

Honesty in all matters is the basic expectation at River Montessori. Trust, an outgrowth of honesty, is essential to relationships that hold our community together. In the face of social pressures, truthfulness can sometimes be difficult to maintain; however, honesty is the quality that we value the most in our students.

Kindness

We expect that all River Montessori student will treat others with consideration both inside and outside of the classroom. Students' treatment of each other must be respectful at all times, whether or not an adult is present. River Montessori encourages students, faculty, and parents to accept, tolerate, and welcome differences.

Discipline

The Montessori approach to conduct is based on self-discipline. We understand that students test limits as they grow and that they will have challenges. Our discipline system is based on the philosophy that if a child is supported in learning self-awareness and honesty, his or her straightforwardness and ability to communicate is the first step in accepting responsibility for inappropriate behavior or mistakes.

Every student at River Montessori has the right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior by a student that threatens to disrupt the learning process or pose a danger to others is unacceptable. In the event that a student is unable to comply with classroom rules and appropriate behavior, the student will be liable for Breach of Conduct and subject to the actions outlined in this document.

With this in mind:

- All members of the School Community are to be treated with respect and dignity
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in the School Community, and are a direct contradiction to the Schools Mission and Values. Members of the School Community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility to all others.
- Members of the School Community are expected to use non-violent means to resolve any conflict
- Responsible citizenship involves appropriate participation in the civic life of the School Community. Active and engaged members are aware of their rights but, more importantly, they accept responsibility for protecting their rights and the rights of others.

Parents play an important role in the education of their children and have a responsibility to support the efforts of School staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show and active interest in their child’s schoolwork and progress
- Communicate regularly with the School
- Help their child be neat, appropriately dressed and prepared for School
- Ensure that their child attends School regularly and on time
- Promptly report to the School any absence, late arrival or early departure
- Become familiar with the Family Handbook
- Encourage and assist their child to learn and practice healthy social skills
- Work with school staff in dealing with disciplinary issues

Standards of Behavior

As a minimum, all members of the School Community are expected to behave with respect, civility, and in the manner of a responsible citizen. This means, all School Community members must:

- Respect all applicable Federal and State laws
- Respect differences in people, their ideas, and opinions
- Respect the legal and moral rights of others
- Take appropriate measures to help those in needs
- Demonstrate honesty and integrity
- Treat one another with dignity and respect at all times, especially when there is a disagreement
- Respect persons who are in positions of authority
- Show proper care and regard for School property and the property of others
- Respect the needs of others to work in an environment of learning and teaching
- Respect and treat others fairly, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the State

Scope

River Montessori's School Community Code of Conduct is intended to provide members of the School Community with guidelines for effective development of positive relationships within the School Community and, as expressed in the introduction, to assist in promoting the values that are in keeping with the School's Mission.

This document is then essentially a guide for all members of the School Community about the standards of behavior which are acceptable in the School environment or when attending any official, learning or social function or activity of or relating to the School or in any location at which the School is represented. The School Community Code of Conduct is a guide for acceptable standards of behavior that extend beyond the immediate family to include guardians, step-parents, relatives, friends, supporters, and caregivers of students of the School.

General Conduct

School Community members are expected to:

- Support the Director, Guides, and schools staff in the development of a learning community based upon the Montessori Pedagogy
- Acknowledge that the Director has the ultimate responsibility to implement these policies
- Work with School teaching staff to deal promptly with areas of concern
- Treat all members of School Community with respect and courtesy
- Acknowledge and affirm success in individual and School achievement
- Abide by the School's policy

Physical Safety

In particular, all School Community members must not:

- Use any objects (whether as a weapon or otherwise) to threaten or intimidate any other person; or cause injury to any person by the use of any object
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs. The exception(s) is when, in the normal course of festivities, alcohol is made available to members or guests of the School community

All School Community members must:

- Not cause, inflict or encourage other to verbally abuse, threaten or inflict bodily harm on any other person by any physical aggression
- Seek staff assistance, if necessary, to resolve conflict peacefully

Responsibility for Other Community Members

Any parent or School Community member who invites a relative, friend, support, caregiver, or other person to be present at any official learning or social activity held by or for the benefit of the School and its students must at all times be responsible for that person and ensure that they act at all times in a manner consistent with this Code of Conduct.

Breach of the Code of Conduct

The consequences to a member of the School Community for breaching this Code of Conduct will be as determined at the Director's discretion. The consequences include any one or more of the following:

- The School may ban any member of the School Community from attending any school sponsored extra-curricular activity or social/fundraising event
- The School may ban any member of the School Community from within on the School ground in general
- The School may direct that any parent may only communicate with members of the teaching staff through a nominated School representative
- In the case of extreme or prolonged breach of the Code of Conduct by a parent, the School may terminate the enrollment of the child of that parent
- The School may take such other steps as it may in its reasonable discretion determine appropriate according to the nature of the breach

Right of Appeal

Please refer to the Grievance Policy located on the RMCS Website or available through the school office.

Evaluation

This Policy will be reviewed as necessary.
Last Update: 8/15/1



Personnel Evaluation

A Look at Director Leadership: The 7 Standards

Each of the River Montessori Charter School Standards represents one aspect of a director's job that is important to school success. They were developed from the Interstate School Leaders Licensure Consortium (ISLLC) standards, the "Five Essential Supports", the state Standards for School Leaders, and the Leadership for Quality Education.

1. School Leadership- ALL (12)
2. Instructional Leadership: Improving Teaching and Learning- Instructional (8)
3. Student-Centered Learning Climate (8)
4. Professional Development and Human Resource Management (8)
5. Parent Involvement and Community Partnerships (5)
6. School Management and Daily Operations (5)
7. Interpersonal Effectiveness (5)

Instructions:

Rating Standards

Directors are evaluated on each of the 7 Standards. The Key Behavioral ratings under each Standard will help determine the appropriate rating for each Standard overall. To determine an appropriate rating for each Standard, complete pages 2 – 8.

Each page includes:

- _ a definition of the Standard;
- _ two or three categories under the Standard;
- _ a set of 10 Key Behaviors that describe actions that demonstrate skill in the Standard; and
- _ a numbered rating scale with behavior descriptions for each rating.

Rate each of the Key Behaviors using the scale below, based on how frequently the Key Behavior is demonstrated. As you complete each rating, please consider the director's work on behalf of special populations, including children with disabilities, children who are bilingual and those who are homeless.

On each page, circle the rating number (1 to 4) that is most accurate.

Key Behavior Rating Scale:

- 1 = Rarely (Almost never)
- 2 = Occasionally (Every now and then)
- 3 = Often (Usually)
- 4 = Most of the time (Almost always)

Once you have rated each Key Behavior, add the points and divide the total by 10 to get the Average Rating for that Standard. The Average Rating should be between 1.0 and 4.0.

- Leave Page Blank -

1. School Leadership

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Leadership

1	2	3	4	Inspires respect and trust from the staff and school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Models and supports behaviors that reflect creative thinking and effective problem
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Maintains school wide focus on high standards of student achievement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Takes active and appropriate steps to institute needed change without being prompted and maintains efforts until resolution or completion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The Work of Others

1	2	3	4	Clearly sets and communicates expectations and timelines teachers and staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Involves teachers appropriately in decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Involves staff appropriately in decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Delegates responsibility appropriately and effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Seeks outside support when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Implements the Vision

1	2	3	4	Is prepared to articulate River's vision for and implementation of River's Montessori Model to both staff and community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Identifies where the school is not achieving the vision, directs the development of an improvement plan to address problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1	2	3	4	Communicates and demonstrates a clear personal vision for improving the school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Score: _____ + + = ÷ 12 = _____

Total of Key Behavior Ratings (add the four column totals)

Average Rating (Between 1.0 and 4.0)

4 = **Exceeds:** Has a track record of successful school leadership by consistently building high performing teams, delegating responsibility, and implementing the school vision.

3 = **Meets:** Often demonstrates school leadership, but is sometimes not strong at building high-performing teams, delegating responsibility, and implementing the school vision.

2 = **Needs Improvement:** Sometimes shows basic school leadership skills but is often ineffective at building high-performing teams, delegating responsibility, and implementing the school vision.

1 = **Unsatisfactory (does not meet):** Rarely leads the school, and is not effective at building high-performing teams, delegating responsibility, and implementing the school vision.

General Comments:

2. Instructional Leadership—Improving Teaching and Learning

Definition: Promotes the success of all students by creating an instructional program that continually strives to improve teaching and learning. Fully implements Montessori instruction.

Assessment

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Evaluates student learning using a variety of techniques and sources of information
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Uses school and student data to create programs and activities that serve student needs, support the curriculum, and increase student achievement
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Uses teacher observation and feedback to increase student achievement by maintaining regular substantive observations

Curriculum

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Supports staff committees and MLC to develop curriculum
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Uses research, teacher expertise, and recommendations from professional associations to make curriculum decisions
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Works with staff and MLC to align curriculum with Montessori scope and sequence and state standards

Instruction

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Makes improvement of instruction his/her primary responsibility by monitoring instruction across classrooms and the school
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Encourages cooperation, coordination of instruction, and teamwork among staff to support the school's educational philosophy
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Supports and promotes innovative teaching methods and encourages teachers to pilot appropriate innovative programs to engage students
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Ensures all teachers have Montessori training in addition to a CTC and implement use of Montessori materials and curriculum in all subject matter
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Provides programs to meet the needs of special education and LEP students

Scoring:

+ + = ÷ =

Total of Key Behavior Ratings (add the four column totals)

Average Rating (Between 1.0 and 4.0)

Rating Scale for Instructional Leadership:

4 = **Exceeds:** Has a track record of improving teaching and learning by obtaining and providing input on curriculum, supporting a variety of teaching methods, and creating learning programs that are appropriate to the students.

3 = **Meets:** Often successfully improves teaching and learning, but is sometimes not strong at obtaining or providing input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.

2 = **Needs Improvement:** Sometimes improves teaching and learning, but is often ineffective at obtaining or providing input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.

1 = **Unsatisfactory (does not meet)** Rarely improves teaching and learning, and does little to promote student success.

Faculty's Comments:

3. Student-Centered Learning Climate

Definition: Creates and maintains a school environment that focuses on students and emphasizes high academic expectations, personalism, caring, discipline, and order.

High Academic Expectations

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Works with groups (such as the Board, staff, parents/community, and other committees) to set and communicate high academic expectations
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Creates a strong learning culture by creatively developing and implementing programs and policies to encourage, recognize and reward students' effort, success, and achievement
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Helps teachers set and meet high expectations for themselves and their students

Personalism and Caring

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Helps students and staff form productive and respectful relationships
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Creates an atmosphere of respect among and towards students
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Ensures that staff feel respected, valued, and important
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Provides opportunities and functions that encourage school spirit and pride

Discipline and Order

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Provides opportunities and functions that encourage school spirit and pride
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Follows school discipline code and security plan
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Creates a school environment that supports students through crisis and other challenges
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	Implements and enforces policies and procedures, such as the school safety plan and staff handbook, consistently and responsibly to help ensure an environment that is safe, stable, and conducive to learning

Scoring:

$$+ \quad + \quad = \quad \div 10 =$$

Total of Key Behavior Ratings (add the four column totals)

Average Rating (Between 1.0 and 4.0)

Rating Scale for Student-Centered Learning Climate:

4 = **Exceeds:** Has a track record of creating a student-centered climate by setting and communicating high academic expectations, creating an atmosphere of respect and caring, and maintaining discipline and order.

3 = **Meets:** Often successfully creates a student-centered climate, but is sometimes not strong at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

2 = **Needs Improvement:** Sometimes creates a student-centered climate, but is often ineffective due to an inability to set and communicate high academic expectations, create an atmosphere of respect and caring, and/or maintain discipline and order.

1 = **Unsatisfactory (does not meet)** Rarely creates a student centered learning climate, and is not effective at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

Faculty's Comments:



River Montessori Charter School



EMERGENCY MANAGEMENT PLAN

Mitigation • Preparedness • Response • Recovery



Developed for Marin County Schools by:
MARIN COUNTY OFFICE OF EDUCATION

July 2013

MARY JANE BURKE

Marin County Superintendent of Schools



Support provided through a grant for
READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
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Adopted by RMCS Board of Directors 10/18/18

e•mer•gen•cy

An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome.

-- Webster's Ninth Collegiate Dictionary

FORWARD

In 1995, the Marin County Office of Education developed the School Emergency Disaster and Incident Preparedness Plan as a model for developing Marin County district and school contingency plans. The Model Plan was published on the Marin County Office of Education Emergency Services website <<http://jade.marinschools.org/SafeSchools/Pages/Emergency-Services.aspx>> for school districts to download and customize, as appropriate.

In 2003, the Marin County Office of Education received a grant from the U. S. Department of Education, Office of Safe and Drug Free Schools and the U.S. Department of Homeland Security to strengthen emergency preparedness in Marin Schools. This grant has provided funds for this update of the Model Emergency Management Plan. This guide may be modified and reproduced for individual school and district use.

The Marin County Office of Education would like to express its gratitude to the Marin County School/Law Enforcement Partnership, Marin Schools Emergency Preparedness Council, Marin County Office of Emergency Services and the Parents Disaster Advisory Council for their support and assistance with this project. The Marin County Office of Education also acknowledges the work of the following agencies, districts and schools which served as invaluable exemplars with resource materials, references, and best practices from which this revised Model School Emergency Management Plan has been adapted.

- American Red Cross
- California Governor's Office of Emergency Services
- Federal Emergency Management Agency (FEMA)
- Contra Costa County, *Model Emergency Plan for Schools*
- Fayette County Public Schools, *School-Centered Emergency Management and Recovery Guide*
- Kentucky Community Crisis Response Board, *School-Centered Emergency Management and Recovery Guide*
- Los Angeles Unified School District, *Model Safe School Plan*
- McGuire Associates, *Disability Evacuation Plan*
- Pittsburgh Public Schools, *Safe Schools Plan*
- San Francisco Unified School District, *District Emergency Management Plan*
- U.S. Department of Education, Office of Safe and Drug-Free Schools, *Practical Information on Crisis Planning: A Guide for Schools and Communities*

The MCOE Model Emergency Management Plan may be downloaded from the MCOE Emergency Services website at <http://jade.marinschools.org/SafeSchools/Documents/EmergencyServices/MCOE2013EmerPlan.pdf>



Comments and inquiries may be directed to the Marin County Office of Education, Emergency Services at 415/499-5866.

RECORD OF PLAN CHANGES

Recommended changes to this plan should be approved by the school principal and district superintendent.

CHANGE NO.	DATE ENTERED	DESCRIPTION OF UPDATE	BY
	<i>July 2010</i>	<i>Chapter II - Preparedness, aligned NIMS EOC and ICS organizational charts& details</i>	<i>MCOE</i>
	<i>Aug 2010</i>	<i>Appendix D – Revised NIMS/SEMS forms</i>	<i>MCOE</i>
	<i>Aug 2010</i>	<i>New – Emergency Annex for Students with Special Needs</i>	<i>MCOE</i>
	<i>Aug 2010</i>	<i>New – Emergency Annex for Food Defense</i>	<i>MCOE</i>
	<i>Aug 2010</i>	<i>Appendix H – Revised Glossary</i>	<i>MCOE</i>
	<i>Apr 2013</i>	<i>Appendix C – Revised Annual Emergency Preparedness Best Practices</i>	<i>MCOE</i>

PLAN DISTRIBUTION

VERSION	DATE	PROVIDED TO	POSTED ON WEBSITE

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INTRODUCTION TO EMERGENCY MANAGEMENT

SCHOOL EMERGENCY MANAGEMENT PLAN

INTRODUCTION TO EMERGENCY MANAGEMENT

A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

California Education Code Section 35295 requires public and private schools to develop school disaster plans so that students and staff will act instinctively and correctly when a disaster strikes. This Model School Emergency Management Plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

Within this Model School Emergency Management Plan are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This document has been developed as a comprehensive resource for all districts, schools and child development centers to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting their site. This Model Plan may be adapted to the capabilities and special needs of each site.

A wave of school shootings in the 1990s and the horrific events of September 11, 2001 stunned the country and ushered in a new age of national emergency awareness. More than ever before, schools are faced with ongoing challenges for a much broader range of emergency situations. Districts and schools must have a comprehensive plan that outlines response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to campus violence and various types of terrorist threats.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery and evaluation, as may be required. **The Model School Emergency Management Plan describes actions and response protocols for crisis situations so districts and schools can quickly and adequately restore the school community to a safe and orderly learning environment.**

This Model School Emergency Management Plan has been prepared in compliance with legal requirements and in cooperation with the Marin County Office of Emergency Services, the Marin County Office of Education and the Marin Schools Emergency Preparedness Council and other members of the Marin County school community. In the event of a widespread emergency such as an earthquake, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance. **This plan assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

B. HOW TO USE THIS PLAN

The Model School Emergency Management Plan is designed as a comprehensive reference to assist schools in providing a safe learning environment. It incorporates best practices for handling

emergency situations that have been deployed by school districts elsewhere in the country. The emergency management teams and procedures outlined in this plan are consistent with California's Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS), both modeled after the Incident Command System (ICS). A copy of the Model School Emergency Management Plan may be downloaded at the Marin County Office of Education Emergency Services website at <http://mcoeweb.marin.k12.ca.us/EmerPrep/>

Using the procedures, actions and sample forms provided herein, districts and schools are encouraged to create a site-based Emergency Management Plan that meets the individual resources and circumstances of each school and reflects its unique characteristics and needs. Every plan should include:

- a designated chain of command;
- specific roles for team members;
- specific procedures to implement in the event of an emergency.

Please see RMCS School-site Safety & Emergency Plan

The district should identify local community agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). Next, a district support team, in partnership with community agencies, should review the contents of this School Emergency Management Plan and adapt text and emergency protocols to fit individual site circumstances. The district support team should also update local district and community agency phone numbers and assist schools in sharing this important safety information annually with all faculty, staff, students and parents.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive on campus and review all changes with local public safety agencies. Keep multiple copies of the plan in accessible locations. Ensure that team leaders have a copy of the plan at home. Each school district will need to determine how best to conduct the training and implementation process in individual schools. Larger districts may need a well-coordinated and systematic way to conduct training to better prepare school-based teams to adapt the district plan to individual site needs. While most schools are adept at practicing techniques such as fire and earthquake drills, many have not rehearsed responses to events such as chemical release, intruders on campus or emergencies that require lockdown or reverse evacuation.

C. FOUR PHASES OF EMERGENCY MANAGEMENT

This Model School Emergency Management Plan is presented in four main sections which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below and applied in detail in the respective sections of the plan.

- ◆ **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- ◆ **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency



response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- ◆ **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- ◆ **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. The **APPENDICES** contain supplemental emergency information including cross-jurisdictional agreements, checklists, forms, sample letters and other supporting documentation. The action checklists and forms can be duplicated as templates or they can be incorporated directly into existing plans. The forms should be adapted or augmented to fit the school mission, staffing, location and other unique circumstances.

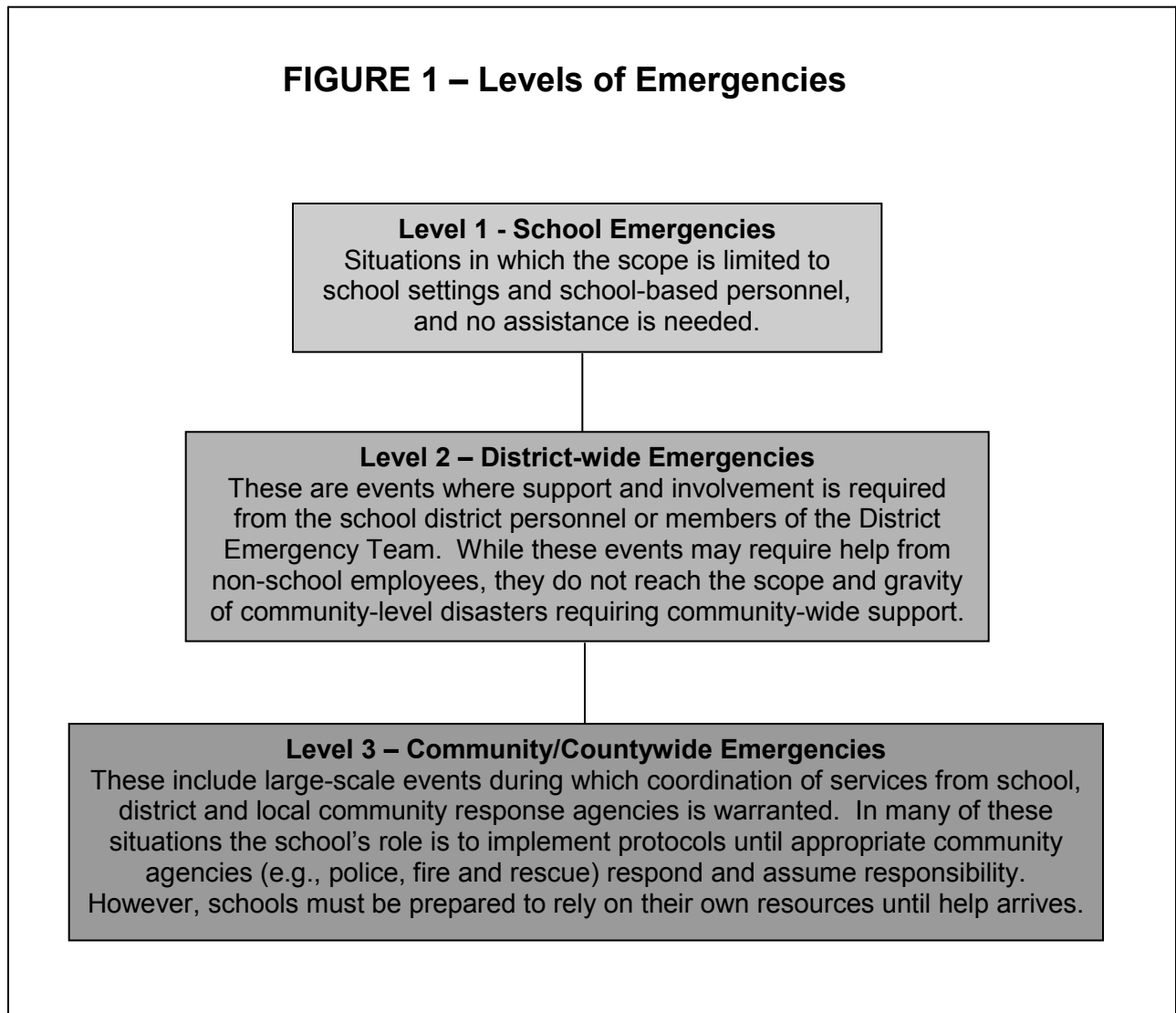
D. LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- ◆ **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.
- ◆ **Level Two (District Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.
- ◆ **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

FIGURE 1 illustrates the three levels of emergencies.

FIGURE 1 – Levels of Emergencies



HOMELAND SECURITY LEVELS OF EMERGENCIES

In March 2002, the White House issued Homeland Security Directive-3, which established five threat conditions for possible terrorist attack:

Green	=	Low
Blue	=	Guarded
Yellow	=	Elevated
Orange	=	High
Red	=	Severe

The American Red Cross developed a complementary set of general explanations and guidelines for preparedness activities for each level, which have been adapted for use by the Marin County Office of Education in Figure 2, on the following page.

FIGURE 2 – Homeland Security Advisory System



Homeland Security Advisory System Recommendations for Schools

Level of Risk	Recommended Action
SEVERE <i>(Red)</i>	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Listen to radio and TV for current information and instructions. • Be alert and immediately report suspicious activity to proper authorities. • Close school if recommended to do so by appropriate authorities. • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. • Ensure School Site Crisis Team members are available for students, staff and faculty.
HIGH <i>(Orange)</i>	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and report suspicious activity to proper authorities. • Review emergency procedures and supplies. • Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team. • Prepare to handle inquiries from anxious parents and media.
ELEVATED <i>(Yellow)</i>	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower levels.</i> • Be alert and report suspicious activity to proper authorities. • Ensure all emergency supplies are stocked and ready. • Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.
GUARDED <i>(Blue)</i>	<ul style="list-style-type: none"> • <i>Complete all recommended actions at lower level.</i> • Be alert and report suspicious activity to proper authorities. • Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. • Review communications plan and update emergency contact information. • Review emergency supplies and supplement as necessary.
LOW <i>(Green)</i>	<ul style="list-style-type: none"> • Develop school emergency plans per District Bulletins • Offer American Red Cross "Masters of Disaster" curriculum for grades K-8 on emergency preparedness for natural disasters. • Ensure selected staff members are trained on first aid, CPR and AED.

References: American National Red Cross –<http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf>

E. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan will be:

- **DEVELOPED** by a team of school administrators and staff, working with first responders in the local jurisdiction;
- **INITIATED** by the principal or designee when conditions exist which warrant its execution;
- **IMPLEMENTED** by all staff, who will remain at school in the capacity of “Disaster Service Workers” and perform those duties as assigned until released by the principal. See California Government Code §3100.
- **REVIEWED** at least annually.

Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually. New personnel will be assigned to vacated command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- ◆ **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- ◆ **Incident Command System:** The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- ◆ **School Emergency Management Plan:** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.
- ◆ **School Emergency Teams:** Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an emergency.
- ◆ **Communication:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- ◆ **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

- ◆ **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.
- ◆ **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

California Government Code §3100 declares that public employees are “Disaster Service Workers”, subject to activities as may be assigned to them by their superiors or by law. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made. The law has two ramifications:

- a) Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Service Workers until they are released by the principal or superintendent.
- b) In those cases, their Workers’ Compensation Coverage becomes the responsibility of state government (Office of Emergency Services). Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- ◆ **Training:** Training is important on at least three levels:
 - General awareness training for all staff;
 - First Aid, CPR and School Emergency Response Training (SERT) for all staff;
 - Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.
- ◆ **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
- ◆ **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

F. AUTHORITIES AND REFERENCES

The following are the state authorizations and mandates upon which this emergency preparedness plan is based:

California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 3, Article 2, § 560 - mandates that School Boards adopt a policy for use by district schools in formulating individual civil defense and disaster preparedness plans.

California Code of Regulations, Title 19 and California Government Code, § 8607-8607.2 - specifies that the Standardized Emergency Management System, which includes the major structure of the Incident Command System, will be implemented and used in handling disaster/crisis situations.

California Education Code, Title 2, Division 3, Part 21, Chapter 2, Article 10.5, § 35295 - 35297 - requires School Boards to “*establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom.*”

APPENDIX A provides the significant legislation and the Marin County Office of Education’s adopted Board Policies and Administrative Regulations. A sample community shelter agreement with the American Red Cross is also included, along with a sample agreement for use of a school site as a facility for mass vaccinations and a disaster field hospital.

#

I – MITIGATION/PREVENTION

SECTION I – MITIGATION/PREVENTION

Mitigation . . . encourages long-term reduction of hazard vulnerability.

-- FEMA, 2002

A. REDUCING EXPOSURE TO HAZARDS AND RISKS

MITIGATION is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of MITIGATION is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and "risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations. **Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability.** Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: deterministic and probabilistic. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.
- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:

- ◆ **FACILITIES** - window seals, HVAC systems, building structure
- ◆ **SECURITY** - functioning locks, controlled access to the school
- ◆ **THREATS** - probability of natural disasters or accidents
- ◆ **SCHOOL ENVIRONMENT** - social climate on campus

Resources include: existing safety plans, security and safety-related district policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns.

FACILITIES - Structural and non-structural measures can mitigate the effects of natural hazard incidents.

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. California's frequency of earthquake activity has resulted in sophisticated seismic building codes for all buildings and special inspection requirements, enforced by the state, for school buildings. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.
- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

SECURITY - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time. A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.

THREATS - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, earthquakes and flooding.

- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant

assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

- **EARTHQUAKE** - A simple seismic evaluation that focuses specifically on schools is rapid visual screening. This method is intended as an initial step in identifying hazardous buildings and their deficiencies. It is most useful for large school districts by providing an economical preliminary evaluation of the seismic risks, thereby reducing the number of buildings that require a more detailed evaluation by a structural engineer. The visual survey of a building can be completed in less than 30 minutes and can be accomplished from the street without benefit of entry into a building. However, hazardous details may not be visible, and seismically dangerous structures may not be identified as such. Nonstructural interior components are not evaluated.
- **FLOODING** - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

SCHOOL ENVIRONMENT - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication and students and between students and staff. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency. A Sample MOU between a school district and a local fire department is included among the Sample Agreements in **APPENDIX B**.

B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards

assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

COMPOSITION OF THE HAZARD ASSESSMENT TEAM: The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official or Civil/Structural Engineer

OPTIONAL:

- Teacher
- Social Worker or Counselor
- Student
- Parent

⇒ Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.

ACTION CHECKLIST: Prior to conducting a hazard assessment/school safety audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

BUILDING AND CLASSROOM HAZARD HUNT: The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist, included in **APPENDIX C**.

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- | | |
|-------------------|---------------------|
| ▪ Classrooms | • Bathrooms |
| ▪ Corridors | • Boiler Room |
| ▪ Laboratory/Shop | • Kitchen/Cafeteria |
| ▪ Offices | • Teacher's Lounge |

- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Computer Lab
- Parking Lot
- Outside structures and Fencing
- Gymnasium

The hazards may include:

- ❑ Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- ❑ Proximity of high voltage power lines
- ❑ Proximity to earthquake fault lines
- ❑ Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- ❑ Likelihood of a wildland fire
- ❑ Likelihood of severe weather
- ❑ Hanging fixtures on ceilings, such as fluorescent lights.
- ❑ Locations of windows, particularly those near doorways.
- ❑ Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- ❑ Stability of water heaters.
- ❑ Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- ❑ Impediments to evacuation and transportation
- ❑ Inadequate storage of chemicals and labeling on containers.

HAZARD MITIGATION CHECKLIST: The School Safety/Hazard Assessment Checklist included in **APPENDIX C** describes specific areas and conditions for hazard inspection. Indicate the names of those conducting the inspection and the inspection date in the spaces provided at the bottom of each form. Complete each section of the checklist. For problem areas, briefly describe the situation and actions requested to correct or remove the identified hazard, if possible to do so.

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster, a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:

A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms in **APPENDIX E**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- CB Radio/Ham Radio Experience
- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency

TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:

At the beginning of each semester, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered. Preparedness for students needing special assistance is addressed in more detail in **Section II, PREPAREDNESS**

C. VISITOR SCREENING POLICY

A visitor-screening policy (described later in this section) should be developed with signage to direct school visitors to the sign-in area.

- ❑ Post signs at key arrival points directing all visitors to the entry door.
- ❑ Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- ❑ Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- ❑ Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- ❑ If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- ❑ Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- ❑ Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- ❑ Familiarize all teachers and staff with the visitor screening policy.
- ❑ Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

D. VIOLENCE PREVENTION

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior. One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and the district office. Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

RISK FOR HARM ASSESSMENT

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors

are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

◆ **Low/No Risk for Harm**

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

◆ **Minor Risk for Harm**

A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

◆ **Moderate Risk for Harm**

A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

◆ **High Risk for Harm**

A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

◆ **Imminent Risk for Harm**

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- ◆ **SCHOOL-MANAGEMENT-BASED** - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.

- ◆ EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.
- ◆ ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- | | |
|---|---------------------------------------|
| ▪ Alternative programs or schools | ▪ Mediation training |
| ▪ Closed campus for lunch | ▪ Multicultural sensitivity training |
| ▪ Closed-circuit television | ▪ Parent skill training |
| ▪ Collaboration with other agencies | ▪ School board policy |
| ▪ Conflict resolution/peer mediation | ▪ Search and seizure |
| ▪ Dress code | ▪ Security personnel in schools |
| ▪ Drug-detecting dogs | ▪ Specialized curriculum |
| ▪ Establishing safe havens for students | ▪ Staff development |
| ▪ Expulsion | ▪ Student conduct/discipline code |
| ▪ Gun-free school zones | ▪ Student photo identification system |
| ▪ Home-school linkages | ▪ Support groups |
| ▪ Law-related education programs | ▪ Suspension |
| ▪ Locker searches | ▪ Telephones in classrooms |
| ▪ Mentoring programs | ▪ Volunteer parent patrols |
| ▪ Metal detectors | ▪ Work opportunities |

There is no one-size-fits-all solution. To reduce school violence schools must innovate, try multiple approaches, conduct proper evaluations and make the information available to parents to enhance both parental options and accountability.

#

II – PREPAREDNESS

SECTION II – PREPAREDNESS

The time to fix the roof is when the sun is shining.

-- John Fitzgerald Kennedy

PREPAREDNESS focuses on the steps that can be taken to plan for various emergency scenarios. Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

A. STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The Standardized Emergency Management System (SEMS), California law since 1994, and the National Incident Management System (NIMS), federally implemented beginning Fiscal Year 2007, are designed to centralize and coordinate emergency response through the use of standardized terminology and processes. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

SEMS and NIMS establish the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the SEMS/NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts to receive STATE reimbursement following a disaster. A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

The following table compares SEMS and NIMS.

<p style="text-align: center;">SEMS Standardized Emergency Management System</p>	<p style="text-align: center;">NIMS National Incident Management System</p>
<p>A standardized approach to emergency management in California, using several key concepts:</p> <ul style="list-style-type: none"> ▪ A management tool called the Incident Command System (ICS); ▪ Mutual aid systems in which similar organizations assist each other in emergencies; and ▪ Multiple agency coordination under which diverse organizations work together and communicate with each other. 	<p>A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:</p> <ul style="list-style-type: none"> • Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity. • Use an ALL-HAZARDS approach. • Improve coordination and cooperation between public and private entities.
<p>WHY USE SEMS?</p> <ul style="list-style-type: none"> • To qualify to receive <u>State</u> reimbursement • To improve coordination between response agencies • To coordinate flow of information and resources • To improve mobilization, use and tracking of resources 	<p>WHY USE NIMS?</p> <ul style="list-style-type: none"> • To qualify to receive <u>Federal</u> reimbursement • To provide a coordinated response • To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.
<p>ELEMENTS OF SEMS</p> <p>Key Components:</p> <ul style="list-style-type: none"> • ICS is a primary component • Multi-Inter-Agency Coordination • Master Mutual Aid System • Operational Areas <p>FIVE levels:</p> <ul style="list-style-type: none"> • State Level • Regional Level (Coastal Region) • Op Area Level (County) • School District Level (or Cities) • School Site Level <p>Key Functions:</p> <ul style="list-style-type: none"> • MANAGEMENT/COMMAND • OPERATIONS • PLANNING/INTELLIGENCE • LOGISTICS • FINANCE/ADMINISTRATION 	<p>ELEMENTS OF NIMS</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Command and Management • Preparedness • Resource Management • Communications and Information Management • Supporting Technologies • Ongoing Management/Maintenance <p>Key Organizational Structures:</p> <ul style="list-style-type: none"> • ICS - Incident Command System • Multi-Agency Coordination System • Public Information Systems <p>Key Functions:</p> <ul style="list-style-type: none"> • MANAGEMENT/COMMAND • OPERATIONS • PLANNING/INTELLIGENCE • LOGISTICS • FINANCE/ADMINISTRATION

B. EMERGENCY OPERATIONS CENTER: District Office

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with the County Office of Education and the county Operational Area Emergency Operations Center, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety; b) property safety; c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

EOC Director. The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

EOC Staff. The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected schools sites, not to provide “hands on” assistance to the various sites that are dealing with actual field activities.

WHEN TO ACTIVATE THE EOC

- Emergency of such magnitude that resources are required beyond individual school site capacity
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats
- Activation is advantageous to the successful management of an emergency.

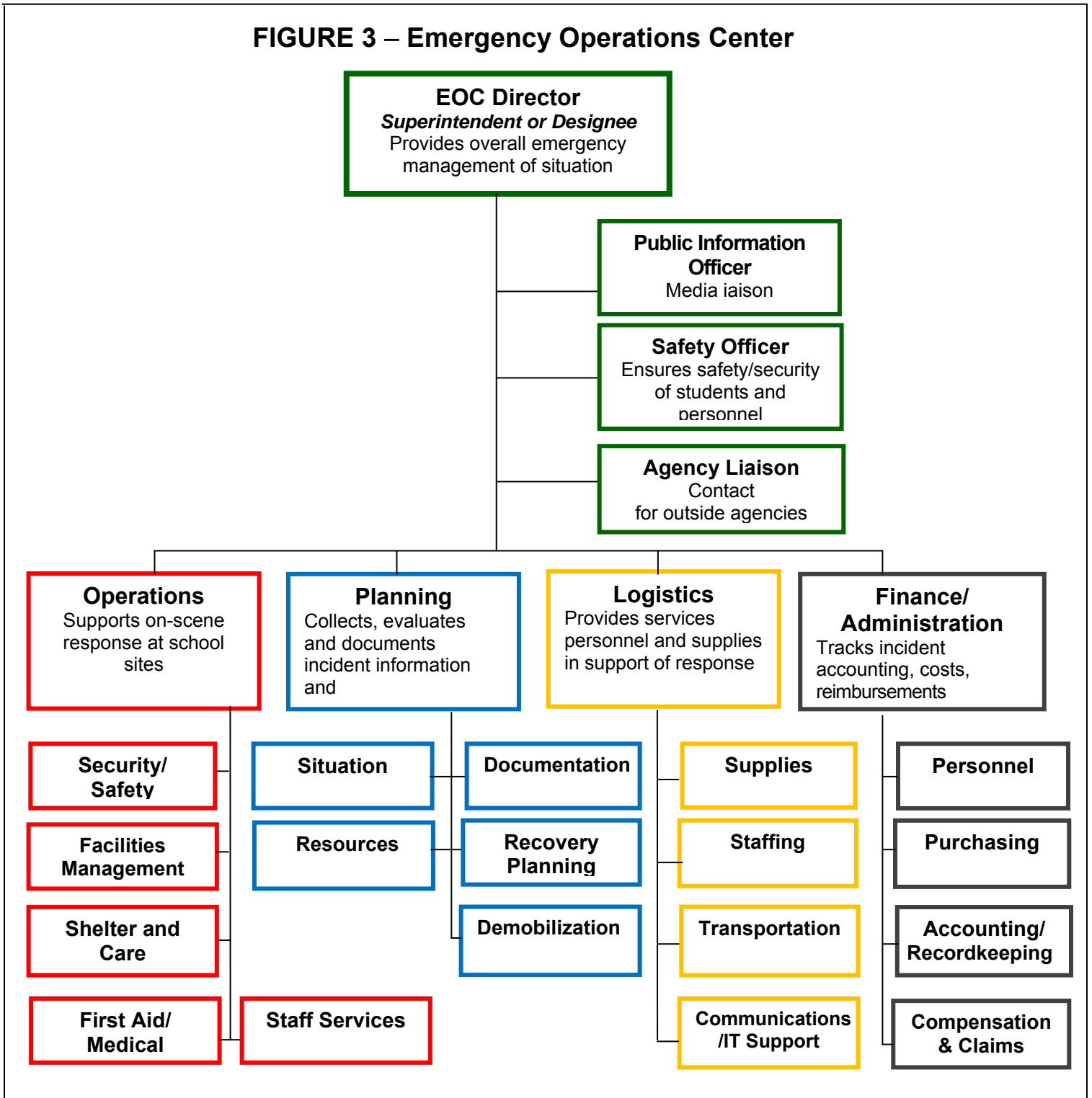
DISTRICT SUPPORT TEAM

The District Support Team’s role is to support a school when the need exceeds the school’s resources to handle a situation:

- PROVIDE guidance regarding questions that may arise;
- DIRECT additional support personnel, as needed;
- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

Figure 3 presents a simplified Emergency Operations Center for School Districts, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 3 – Emergency Operations Center



EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
Management: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Marin County Office of Education.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders).
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities.
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
First Aid/Medical	Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
Planning: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration: Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

EOC SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the EOC Director and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- NIMS EOC Pocket Guide
- EOC organizational assignments: staffing list
- Wall map of schools and roads within school district
- Marin County Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Local Emergency Contacts
- Emergency Action Flipchart
- Superintendents' Telephone Tree
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Colored vests to identify section chiefs
- Lanyards with ID information for all EOC staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Forms: See Appendix D for Sample NIMS/SEMS Forms
 - A1: Staffing List
 - B1: Section Tasks
 - C1: Management Situation Report
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update

C. INCIDENT COMMAND SYSTEM: School Site

The Incident Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge; c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the ICS include:

- ❑ Common terms established for organizational functions, resources and facilities;
- ❑ Unified command structure with a common set of objectives and strategies;
- ❑ Modular organization which expands or contracts as the incident progresses;
- ❑ Manageable span of control by one person;
- ❑ Integrated communications;

The ICS is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, Finance/Administration.

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

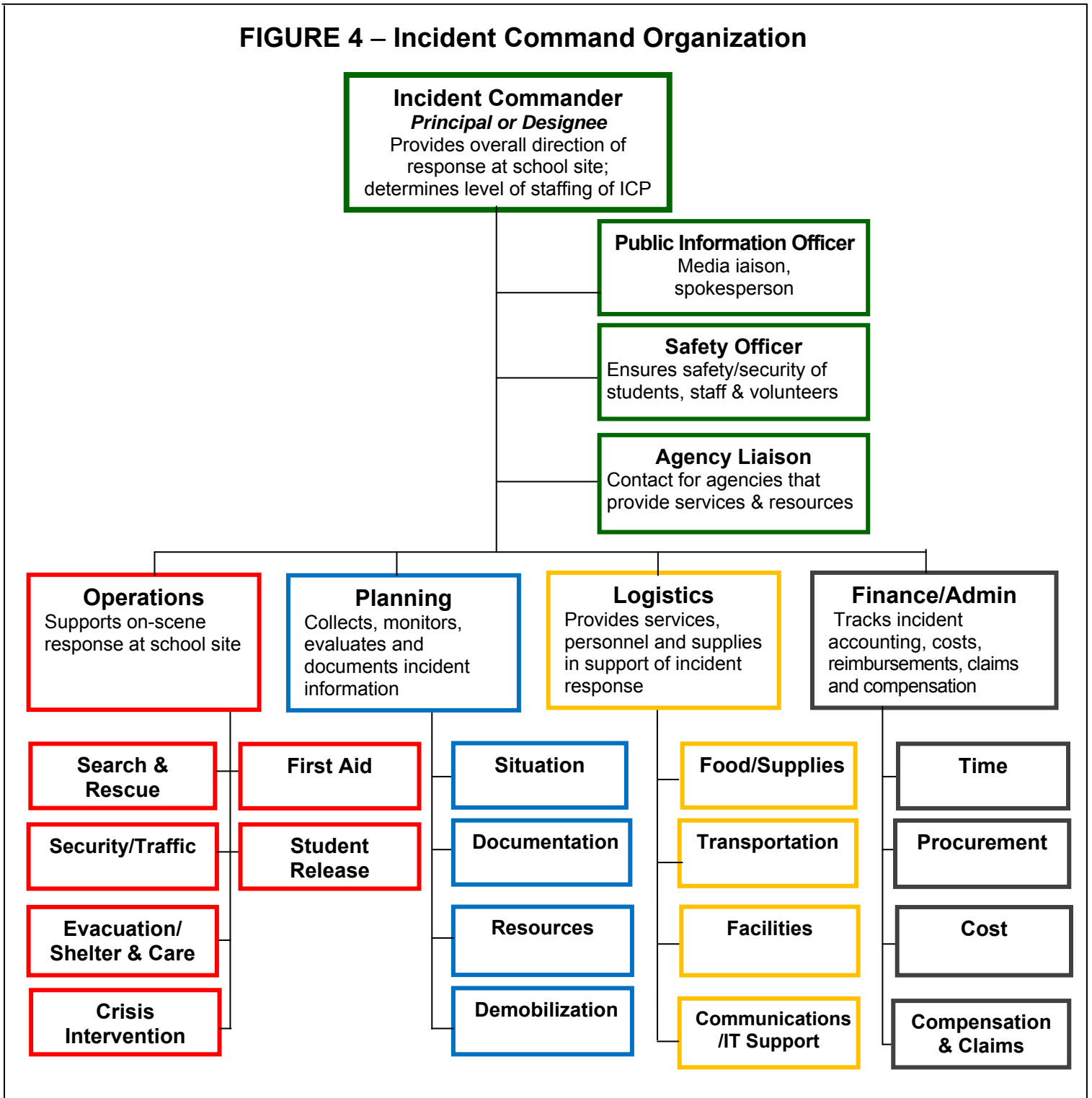
Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

**Finance/
Administration:** Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Figure 4 presents a simplified Incident Command Post (ICP) Organizational Chart for Schools, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 4 – Incident Command Organization



INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onsite counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
Planning: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
Logistics: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

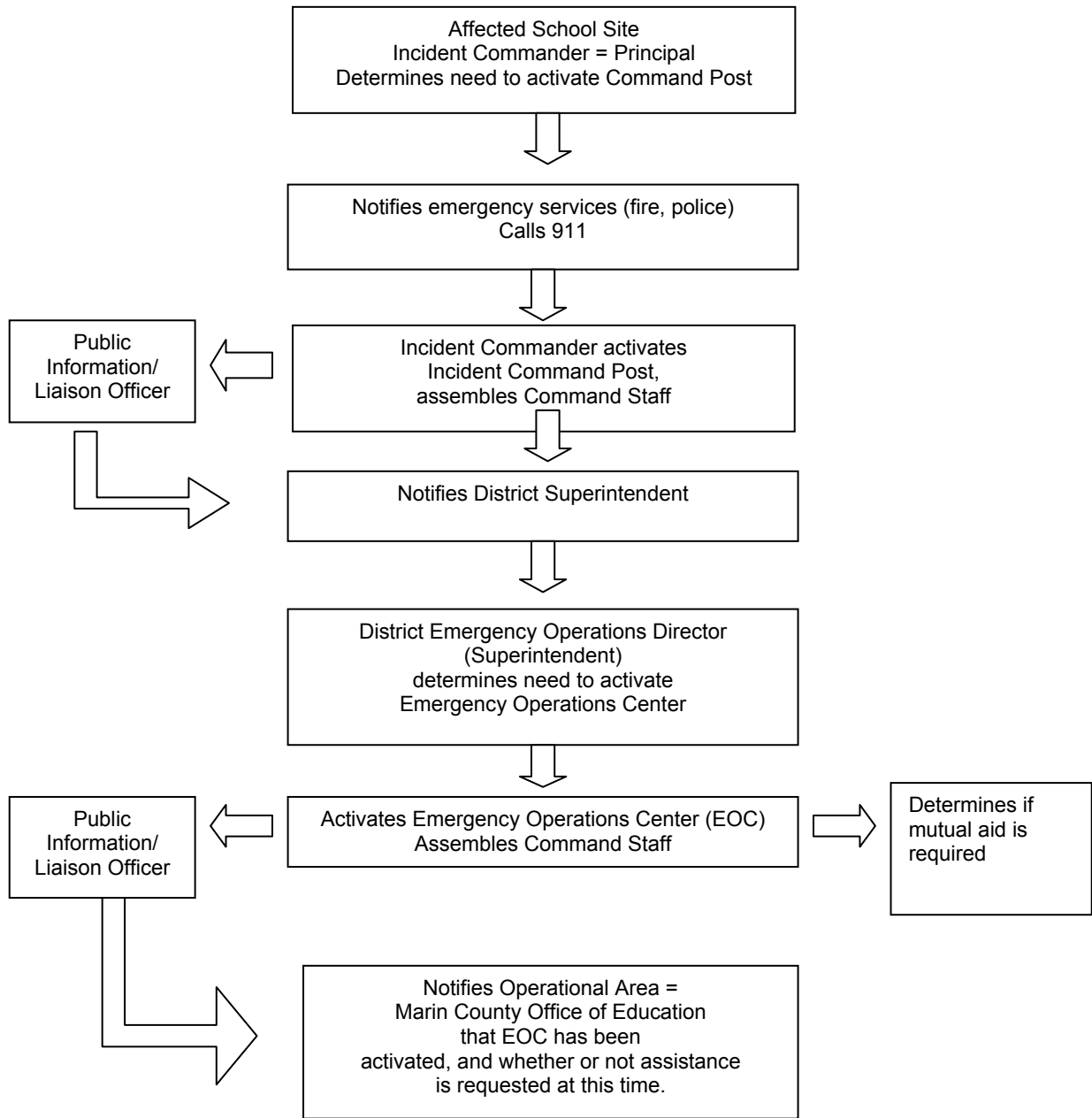
ICS SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked). Specialized equipment and supplies (e.g. SERT Manual, face masks, etc.) should be stored with the emergency cache trailer.

Suggested items to include for most ICS toolboxes:

- District/School Emergency Management Plan
- ICS organizational assignments: staffing list
- Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- Blueprints of school buildings, including utilities
- Map of local streets with evacuation route marked
- Marin County Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Local Emergency Contacts
- Emergency Action Flipchart
- Student directory (including emergency contacts for parents)
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Orange vests and hard hats to identify key personnel
- Lanyards with ID information for all ICS staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Forms: See Appendix D for School Sample NIMS/SEMS Forms
 - A1: Staffing List
 - B1: Section Tasks
 - C1: Management Situation Report
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update

SCHOOL INCIDENT RESPONSE FLOW CHART



INCIDENT COMMAND SYSTEM INCIDENT COMMANDER

The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Public Information Officer, the Safety Coordinator and an Agency Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- ❑ Assess the scene
- ❑ Ensure the safety of students, staff and others on campus
- ❑ Activate and manage the ICP
- ❑ Develop strategies for appropriate response
- ❑ Coordinate response efforts
- ❑ Monitor action plan and organizational effectiveness
- ❑ Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- ❑ Assess type and scope of emergency
- ❑ Determine threat to human life and structures
- ❑ Activate the appropriate emergency action
- ❑ If evacuation is necessary, verify that the route and assembly area are safe:
 - Direct the opening of the emergency cache
 - Set up the ICP
 - Obtain personal safety equipment
- ❑ Establish appropriate level of organization
- ❑ Activate organizational functions as needed
- ❑ Contact the District Office
- ❑ Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- ❑ Determine the need for and request inter-agency assistance
- ❑ Monitor and assess the total site situation
 - View site map periodically for response team progress
 - Check with section chiefs for periodic updates
- ❑ Revise Incident Action Plan, as needed
- ❑ Update status to District EOC or District Office
- ❑ Reassign personnel as needed
- ❑ Begin student release, if appropriate, after student accounting is complete.
- ❑ Refer media inquiries to District Office or PIO.
- ❑ If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:

- situation status
- objectives and priorities
- current organization and personnel assignments
- resources en route and/or ordered
- facilities established
- communications plan
- prognosis, concerns, related issues
- ❑ Release teachers as appropriate per district guidelines.
- ❑ Remain in charge of campus until redirected or released by the Superintendent of Schools.
- ❑ Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- ❑ Receive briefing from public safety agency to obtain “All Clear”.
- ❑ Contact the District Office to obtain authorization for deactivation.
- ❑ Authorize deactivation of response teams as they are no longer required.
- ❑ Check with section chiefs to ensure that any open actions will be taken care of before demobilization
 - Logistics: Ensure the return of all equipment and reusable supplies
 - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- ❑ Provide input to the After-Action Report
- ❑ Proclaim termination of the emergency.
- ❑ Proceed with recovery operations, if necessary

Command Post Equipment/ Supplies

- AM/FM radio (battery)
- Bullhorn
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Master keys
- School Profile or School Accountability Report Card (SARC)
- Forms: See Appendix D for Sample School NIMS/SEMS Forms
 - A1: Staffing List
 - B1: Section Tasks
 - C1: Management Situation Report
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update
- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs (if CP is outdoors)
- Two-way radios
- Vests, safety gear, ID badges

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer is a member of the Incident Command Staff. Media queries should be referred to the PIO. **If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.** Only one Public Information Officer will be assigned for each incident.

Responsibilities: The Public Information Officer (PIO) acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

Start-Up Actions

- ❑ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ❑ Identify yourself as the “PIO” (vest, visor, sign, etc.).
- ❑ Consult with District PIO to coordinate information release.
- ❑ Assess situation and obtain statement from Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

- ❑ Keep up-to-date on the situation.
- ❑ Issue/read statements approved by the Incident Commander that reflect:
 - Reassurance — “Everything is going to be OK”;
 - Incident cause and time of origin; size and scope of the incident;
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use;
 - Best routes to school, if known and appropriate;
 - Any information school wishes to be released to the public.
- ❑ Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- ❑ Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- ❑ Update information periodically with Incident Commander.
- ❑ Ensure key announcements are translated into other languages as needed.
- ❑ Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down

- ❑ At the Incident Commander’s direction, release PIO staff no longer needed.
- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Provide logs and other relevant incident documents to the Documentation Unit.

PUBLIC INFORMATION OFFICER (cont'd)

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **BE AVAILABLE** for press inquiry.
- **RE-STATE** the nature of the incident; its cause and time of origin.
- **DESCRIBE** the size and scope of the incident.
- **REPORT ON** the *current* situation.
- **SPEAK ABOUT** the resources being utilized in response activities.
- **REASSURE** the public that everything possible is being done.
- **DO NOT RELEASE** students' names.
- **BE TRUTHFUL**, but consider the emotional impact the information could have upon listeners.
- **AVOID** speculation; do not talk "off the record".
- **DO NOT USE** the phrase "no comment".
- **SET UP** press times for updates.
- **CONTROL** media location.

Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- School Staff Directory
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Paper/pencils/marketing pens
- Scissors

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional.

Responsibilities: The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Determine personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g. vest or ID tag.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- ❑ Maintain a list of assisting and cooperating agencies.
- ❑ Keep agencies supporting incident aware of incident status and priorities.
- ❑ Monitor incident operations to identify current or potential inter-organizational problems.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/ Supplies

- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Clipboard, paper, pens

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on personal safety equipment; i.e., hard hat, vest)
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify hazardous situations associated with the incident.
- ❑ Initiate appropriate mitigation measures.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Investigate accidents that have occurred within the incident area.
- ❑ Anticipate situation changes, such as severe aftershocks, in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down

- ❑ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens
- SERT Manual
- Forms:
 - D1: Section Activity Log
 - D2: Resource Request
- Hard hat
- Two-way radio

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Supervision and Release
- Light Fire Suppression
- First Aid and Crisis Intervention

Start-up Actions

- ❑ Check in with Incident Commander or Command Post for situation briefing.
- ❑ Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Identify an assistant, as needed.
- ❑ Be proactive. Anticipate needs.

Operational Duties

- ❑ Assume the duties of all operations positions until staff is available and assigned.
- ❑ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ❑ Check with IC to assure Emergency Plan is implemented.
- ❑ Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- ❑ Notify Logistics If additional supplies or personnel are needed for the Operations Section, As additional staff arrive, brief them on the situation, and assign them as needed.
- ❑ As information is received from Operations staff, pass it on to the Incident Commander, providing description of tasks and priorities.
- ❑ Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- ❑ Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- ❑ Schedule breaks and reassign Operations staff within the section as needed.

Closing Down

- ❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by IC, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:
 - A1: Staffing List
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial
 - F1: Situation Status Report Update
- Hard hat, gloves, if needed
- Two-way radio
- Campus map

Responsibilities: Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- ❑ Maintain accurate records and site map.
- ❑ Provide ongoing analysis of situation and resource status.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.

Operational Duties

- ❑ Assume the duties of all Planning positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Assist Incident Commander in writing Incident Action Plans.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Archive all incident records.
- ❑ Verify that closing tasks of all Planning positions have been accomplished.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update
- Hard hat
- Two-way radio
- Clipboard

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies and equipment.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

INCIDENT COMMAND SYSTEM FINANCE/ADMINISTRATION

Responsibilities: Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
 - A1: Staffing List
 - B1: Section Tasks
 - D1: Section Activity Log
 - D2: Resource Request
 - D3: Check-In/Check Out
- Clipboard
- File folders

ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

Staff: Per California Government Code §3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff may be required to remain at school to assist in an emergency situation.

Staff members may be assigned as teams to assist section leaders in units of the ICS. Assigned teams shall receive training appropriate to their ICS role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an ICS team whenever necessary.

TEACHERS: Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- ❑ Supervise students under their charge.
- ❑ Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- ❑ Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- ❑ Give appropriate action command during an emergency.
- ❑ Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- ❑ Report missing students to Planning.
- ❑ Assume designated ICS role.
- ❑ Send students in need of medical attention to the First Aid Station.
- ❑ Render first aid, if necessary. **School staff should be trained and certified in First Aid and CPR.**

INSTRUCTIONAL AIDES/ASSISTANTS:

- ❑ Assist teacher, as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Assume designated ICS role.

Responsibilities may include:

- ❑ Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- ❑ Direct students in their charge according to established emergency protocols.
- ❑ Render crisis intervention, if necessary.
- ❑ Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- ❑ Maintain a line of communication with Operations.
- ❑ Assist as directed by Operations.

SCHOOL NURSES/HEALTH ASSISTANTS:

- ❑ Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.
- ❑ Supervise administration of first aid by those trained to provide it.
- ❑ Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

- ❑ Assume designated ICS role.
- ❑ Survey and report building damage to Operations.
- ❑ Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- ❑ Provide damage control as needed.
- ❑ Assist in the conservation, use, and disbursement of supplies and equipment.
- ❑ Keep Operations Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

- ❑ Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

- ❑ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- ❑ Restrict access to foodservice operations to authorized personnel.
- ❑ Assist as directed by Operations.

BUS DRIVERS:

- ❑ Supervise the care of children if disaster occurs while children are in bus.
- ❑ Transfer students to new location when directed.
- ❑ Assist custodian in damage control.
- ❑ Transport individuals in need of medical attention.

OTHER STAFF:

- ❑ Report to principal for directions.

Objectives: Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- ❑ Put on personal safety gear.
- ❑ Obtain all necessary equipment from container (see below).
- ❑ Check at Command Post (ICP) for assignment.
- ❑ Put batteries in flashlight.

Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.



ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- ❑ When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.



EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- ❑ Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

OPERATIONS

SEARCH AND RESCUE (cont'd)

Search
Team



LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

Date/
Time



TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

Hazards



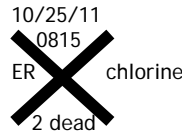
RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals. broken staircase

injured
dead



BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE:



- Report by radio to Incident Command Post when room or area has cleared (example: "*Room A-123 is clear*"). To diminish radio clutter, consider reporting room clusters as clear.
- Follow directions from Operations/Incident Command Post
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies

- ID Vest
- Work and latex gloves
- First aid backpack
- Clipboard with job description and map
- Fire extinguisher
- Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors.
- Hard hat
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

* **Remember:** If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- ❑ Set up First Aid Station if directed by Operations Chief.
- ❑ Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- ❑ Check with Medical Team Leader for assignment.

Operational Duties

- ❑ Admit injured students/staff to First Aid Station, listing name on master log.
- ❑ Administer appropriate first aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- ❑ If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- ❑ A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

First Aid Stations

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

Closing Down

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:

See Emergency Supplies Inventory in **APPENDIX G**.

Personnel: To be assigned by the Operations Chief or may be handled through District staff.

Start-Up Actions

- ❑ Check with Operations Chief for direction.
- ❑ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area; keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

Operational Duties - After pronouncement or determination of death:

- ❑ Confirm that the person is actually dead.
- ❑ Do not move the body until directed by Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- ❑ As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the Coroner.
- ❑ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- ❑ Write the following information on two tags.
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit of Planning.

Equipment/ Supplies

- ID Vest
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape
- Tags
- Pens/Pencils
- Plastic trash bags
- Duct tape

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed or refer to First Aid Station
- ❑ Support the Student Release process by releasing students with appropriate paperwork.
- ❑ When necessary, provide water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the Public Information Officer or Command Post.
- ❑ Make arrangements to provide shelter for students and staff.

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- ID Vest
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting
 - Student Injury Forms
- School 2-way radio
- Ground cover, tarps

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Personnel: School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms from Logistics or emergency container.
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the ICS or EOC Public Information Officer. Do not spread rumors!

Procedures

- ❑ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- ❑ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student and check that Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark student with sticker or "X" on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

If student is with class in the Assembly Area:

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, "Sent with Runner."
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to release personnel.
- ❑ Release staff match student to requester, verify proof of identification

If student is not with the class:

- ❑ Teacher makes appropriate notation on Student Log.
- ❑ "Absent" if student was not in school that day.
- ❑ "First Aid" if student is at First Aid Station.
- ❑ "Missing" if student was in school but now cannot be located.
- ❑ Runner takes Student Log to Planning/ICP.
- ❑ Planning verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

Closing Down

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies - See Emergency Supplies (Student Release File Box inventory) in **APPENDIX G.**

- ID Vest
- Small clipboards for Parent Request forms
- Student Emergency Contact Cards
- Model Marin Schools Student Release Guide
- Signs marked Request Table and Release Table
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms:
 - Student Release Form (copies for every student)
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the ICS or EOC Public Information Officer.

Situation Analysis

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the Incident Commander to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
 - D1: Section Activity Log
 - E1: Situation Status Report – Initial Assessment
 - F1: Situation Status Report Update
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier..
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Records

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.**)
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to Incident Commander.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio paper, pens
- Forms:
 - Emergency Time/Situation Report
 - Sample log
 - Student Accounting Form
- Clipboards
- File box(es)

Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.

Operational Duties

- ❑ Deploy personnel as requested by the Incident Commander.
- ❑ Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

Equipment/Supplies

- ID Vest
- Clipboards with Volunteer Sign-in sheets
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms:
 - Inventory of emergency supplies on campus
 - List of registered disaster volunteers
- 2-way radio
- Paper, Pens

Objectives: Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, sanitation set-up and debris removal.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on safety vest or position identifier.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Set up the Incident Command Post.

Operational Duties

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- ID Vest
- Clipboard
- Cargo container or other storage facility and all emergency Supplies stored on campus
- Forms:
 - Inventory of emergency supplies on campus
- 2-way radio
- Paper, pens

Objective: Maintenance of accurate and complete records of staff hours.

Start-Up Actions:

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/ Supplies

- ID Vest
- Paper, pens
- Forms:
 - Staff Duty Log
- Clipboards

Objective: Maintain accurate and complete records of purchases. Most purchases are made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Action

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.
- ❑ Maintain vendor contracts and agreements.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/Supplies

- | | |
|---------------|--------------|
| ▪ ID Vest | • Clipboard |
| ▪ Paper, Pens | • Post-Its |
| ▪ Stapler | • Calculator |
| ▪ Forms | |

D. COMMUNICATIONS

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the superintendent to disseminate information to the public.

As a part of the countywide Marin Schools Emergency Radio Network, the principal or designee will:

- Notify the district office of the school's status/needs. The district office will notify The Marin County Office of Education of the status of all district schools.
- Designate staff member(s) to monitor all communications

COMMON TERMINOLOGY

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

COMMUNICATION TOOLS

Standard telephone – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

Intercom systems – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.

Bullhorns and megaphones – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

Computers – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

Fax machines – Possible uses include an off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, forms, and authorizations can be faxed and returned in emergencies.

Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Telephone Tree – A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated. This helps to retain the authenticity

COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

- ❑ Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- ❑ Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.
- ❑ Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- ❑ Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- ❑ Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety*. They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- ❑ Do not embellish or speculate. Explain what happened; focus on facts.
- ❑ Describe how the school and school district are handling the situation.
- ❑ Provide information regarding possible reactions of their child and ways to talk with them.
- ❑ Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- ❑ Inform parents and students when and where school will resume.
- ❑ Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

HANDLING RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

COMMUNICATING WITH THE MEDIA

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- ❑ Direct media representatives to one area (on or off campus) where briefings can take place.
- ❑ Instruct all staff to refer all information and questions to the Public Information Officer or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- ❑ Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- ❑ Advise students of the school's student media policy.
- ❑ Take initiative with news media and let them know what is or is not known about the situation.
- ❑ Emphasize school's/district's good record.
- ❑ Speak to reporters in plain English.
- ❑ If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- ❑ If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- ❑ When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- ❑ Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- ❑ Regularly update District Office on situation.
- ❑ Delay releasing information until facts are verified and the school's position is clear.
- ❑ Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- ❑ Express appreciation to all persons who helped handle the emergency.

- ❑ Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.
- ❑ Always provide a phone number to call for additional or updated information.

E. DRILLS AND TABLETOP EXERCISES

CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

- 1) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
 - An informal discussion of simulated emergencies
 - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
- 2) **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
 - An informal discussion of simulated emergencies
 - No time pressures
 - Low stress
 - Useful for evaluating plans and procedures
 - Helpful to resolve questions of coordination and responsibility
- 3) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
 - Focuses on policies, procedures, roles and responsibilities
 - More stressful and realistic simulation of real life situations
 - Usually takes place in “real time”
 - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
 - School’s Emergency Management Team is activated.
- 4) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
 - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an Emergency Operations Center (EOC)

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises	Establish equipment capabilities	Practice group problem solving	Evaluate any function	Information analysis
No recent crises	Determine response times	Executive familiarity	Observe physical facilities use	Interagency cooperation
New plan	Personnel training	Specific case study	Reinforce established policies and procedures	Policy confirmation
New procedure	Interagency cooperation	Specific threat area	School accreditation	Negotiation
New staff leadership	Determine resource and manpower capabilities	Examine manpower contingencies	Test seldom used resources	Resource and manpower allocation
New facility		Test group responsibility interpretation	'Measure resource adequacy	Media attention
Newly Identified threat		Observe information sharing	Confirm interagency relationships	Equipment capabilities
New assisting local agency		Assess interagency coordination		Interagency operations and relations
		Train personnel in negotiation/interaction		

MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted on a monthly basis.
- An earthquake "Drop, Cover and Hold" drill will be held each quarter for elementary schools and once each semester for secondary schools. (EC 35297)
- Test earthquake plan, or portions thereof, on a rotating basis, at least two times during the school year. (Section 560, Title V, California Administrative Code)
- All students and staff will participate in these mandated drills.
- A district-wide drill/simulation is recommended yearly.

F. STAFF PERSONAL PREPAREDNESS

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- ❑ have the confidence that they have prepared their families to deal with emergencies in their absence
- ❑ know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

G. EMERGENCY SUPPLIES AND EQUIPMENT

APPENDIX G contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Box
- Medical Supplies
- Light Search and Rescue Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies
- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

STORAGE CONTAINER

Purpose. The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

Site Selection. The location of the storage container should be carefully selected to provide stable, safe and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

Storage Structure. A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls, and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

Security. The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

Organization. Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.

Maintenance. Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door

mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

Replacement Supplies. Attach a clipboard to maintain a wish list and missing, needed or replacement supplies. **APPENDIX G** includes a form to record this information. Space and budgetary limitations and the need for strict organization require that particular care be given in the purchase and placement of new and returned items in the container.

H. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves “institutionalizing” the planning, i.e., engaging in certain activities year after year. These annual activities include:

- assessing site hazards
- scheduling drills
- arranging for staff training
- updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
PRINCIPAL or DESIGNEE	<ul style="list-style-type: none"> ○ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves) ○ Review School Emergency Management Plan ○ Update School Emergency Team Assignments ○ Staff Skills Survey for new teachers ○ New assignments as needed ○ Staff orientation of School Emergency Management Plan ○ Plan annual training schedule ○ Update resource agreements and contacts ○ Parent Back to School Assembly ○ <i>Fire Drill</i> ○ Staff meeting: Review winter storm and flooding preparedness ○ <i>Earthquake Drill</i> ○ CPR/ First Aid training w/ Fire Department ○ <i>Fire Drill</i> ○ Staff development emergency training ○ <i>Shelter-in-Place Drill</i> ○ <i>Earthquake Drill</i> ○ Earthquake Drill planning with Fire Department/Public Safety ○ Earthquake drill planning with staff ○ <i>Fire Drill</i> ○ Table top exercise ○ <i>Countywide/District Drill</i> ○ Review drill assessment 	<p>August</p> <p>August August August August August</p> <p>August September September September October</p> <p>October November November January January February March</p> <p>March March April April May</p>
SECRETARY	<ul style="list-style-type: none"> ○ Update classroom backpacks (rosters, etc.) ○ Distribute emergency cards/ student release procedures to families 	<p>September September</p>
MAINTENANCE DIRECTOR	<ul style="list-style-type: none"> ○ Conduct facility hazard assessment ○ Check fire extinguishers, batteries ○ Review equipment needs ○ Update school maps and site plans 	<p>August August September September</p>
TEACHERS	<ul style="list-style-type: none"> ○ Staff Orientation of School Emergency Management Plan ○ CPR/ First Aid training w/ Fire Department ○ Staff development emergency training 	<p>August</p> <p>November January</p>
PTA DISASTER COORDINATOR	<ul style="list-style-type: none"> ○ Recruit Parent Disaster Committee ○ Family preparedness materials to parents ○ Replenish emergency supply cache and classroom duffles ○ Attend Parent Disaster Advisory Council Meetings ○ Preparedness tips in PTA Newsletter ○ Recruit Parent Disaster Committee 	<p>September September Sept – Oct Quarterly Monthly April</p>

I. SCHOOLS AS SHELTERS

SHORT-TERM SHELTER. A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

Shelter considerations:

- ❑ Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- ❑ Maintain a list of all persons, including staff, in the shelter.
- ❑ Place nametags on all students.
- ❑ Report problems and any special needs, especially medical needs, to the Shelter Manager.
- ❑ Store laundered clothing in limited quantities for shelter use.
 - Children wearing bloodied clothing should be changed immediately.
 - Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
 - If it is raining, distribute plastic bags to use for protection.
- ❑ Recruit volunteers to assist with storytelling, entertainment and recreation.
- ❑ As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- ❑ As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- ❑ Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

COMMUNITY SHELTER. Schools are required by both federal statute and state regulation to be available for community shelters following a disaster. The American Red Cross has access to schools in damaged areas through mutual Memoranda of Understanding to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross or local government representatives, and should be planned and arranged for in advance. A Sample Shelter Agreement with the American Red Cross is included in **APPENDIX B**.

In order to minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

III – RESPONSE

SECTION III - RESPONSE

One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.

-- Arnold H. Glasow

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident and your calling phone #.
- State your emergency
- Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- Answer all questions completely.
- Remain on the line as long as Dispatcher instructs you to do so.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by California Highway Patrol (CHP) personnel and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

B. ACTIVATING THE EMERGENCY OPERATIONS CENTER

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation. If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

Examples of situations that could benefit from activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus accident involving student injuries
- Large event hosted on campus (graduation, large concert, large sporting event, etc.)

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset, and expand or contract it as the event progresses.

C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

PRINCIPAL/SITE ADMINISTRATOR

- Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- Identify key staff who should be involved in planning the response.
- Activate the Incident Command System and, if appropriate, the Incident Command Post.
- Establish contact with the district Emergency Operations Center (EOC).
- Ascertain what action needs to be implemented. Secure the school building, if necessary.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.
- Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- Identify provisions required for special needs population.
- Determine whether special transportation arrangements are needed.
- Prepare informational letter for parents/guardians to squelch rumors.
- Arrange for post-disaster trauma counseling for students and staff.
- Identify follow-up activities that will be used to evaluate response.

OFFICE STAFF

- Provide assistance to principal, as needed.
- Handle telephones.
- Monitor radio emergency broadcasts and communications.
- Assist with health emergencies, as needed.
- Set up Student Release tables, if needed.
- Serve as messengers.

TEACHERS

- ❑ Supervise students in their charge.
- ❑ Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- ❑ Take attendance when class relocates to another assembly area.
- ❑ Report missing students to principal.
- ❑ Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

- ❑ Assist teacher, as needed.
- ❑ Maintain order in classroom and during evacuation.

CUSTODIANS/MAINTENANCE PERSONNEL

- ❑ Shut off gas and/or water if required by the emergency.
- ❑ Seal off doors, shut down HVAC system if required by the emergency.
- ❑ Examine buildings for damage; provide damage control.
- ❑ Keep principal/site administrator informed of condition of school.
- ❑ Assist as directed by the principal.

BUS DRIVERS

- ❑ Supervise the care of children if disaster occurs while they are in bus.
- ❑ Transfer students to a new location when directed.
- ❑ Transport individuals in need of medical attention.

NURSES/HEALTH ASSISTANTS

- ❑ Administer First Aid.
- ❑ Supervise administration of First Aid by those trained in it.
- ❑ Organize First Aid and medical supplies.
- ❑ Set up First Aid station, if needed.

OTHER SCHOOL EMPLOYEES

- ❑ Report to principal/site administrator for directions.

D. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
<p>ALL CLEAR</p> <p>Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.</p>	<p>DROP/DUCK/COVER AND HOLD ON</p> <p>The action taken during an earthquake to protect students and staff from flying and falling debris.</p>
<p>EVACUATION</p> <p>The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.</p>	<p>LOCKDOWN</p> <p>Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a “no one in, no one out” scenario.</p>
<p>SHELTER IN PLACE</p> <p>Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.</p>	<p>STAND BY</p> <p>Notifies students and staff that further instructions will follow shortly.</p>
SPECIALIZED EMERGENCY ACTIONS	
<p>CONVERT SCHOOL</p> <p>Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross)</p>	<p>DIRECTED TRANSPORTATION</p> <p>Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.</p>
<p>OFF-SITE EVACUATION</p> <p>Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.</p>	<p>REVERSE EVACUATION</p> <p>Initiated if an incident occurs while students are outside and conditions are safer inside the building.</p>
<p>STUDENT RELEASE</p> <p>Instructs staff to prepare for releasing students from school during the academic day.</p>	<p>TAKE COVER</p> <p>Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.</p>

EMERGENCY ACTION

ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.

- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement of staff and students in the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. (Pause) STAND BY. (Pause) STAND BY. (Pause) STAND BY. (Pause) Additional information will follow."**

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- ❑ If outside, teachers are to return students to their classrooms.
- ❑ If inside, teachers will hold students in classrooms pending receipt of further instructions.
- ❑ **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

EMERGENCY ACTION

CONVERT SCHOOL

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:

During School Hours

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **CONVERT SCHOOL.** (Pause)
CONVERT SCHOOL. (Pause) Thank you."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

During School Hours

- Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- Alert school employees through the School Personnel Alerting System.
- Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
- Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

EMERGENCY ACTION

DIRECTED TRANSPORTATION

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **"Attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) Thank you."**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- Who is assigned to each loading area? _____
- Where are loading areas? _____
- What, if any, change in vehicle traffic patterns are necessary? _____

- What staff supervises this ACTION, and where? _____
- How can sufficient transportation be arranged to accommodate the entire student population and staff? _____

TEACHER ACTIONS:

- Take attendance before leaving the campus.
- Upon arrival at the safe site, take attendance again after students exit the bus.
- Report attendance to the Principal/designee.
- Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- Take the safest route to the pre-identified evacuation sites.
- Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- ❑ Drivers should take the safest route to the pre-identified evacuation sites.
- ❑ Account for all students before transportation occurs and after arrival at the safe site.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.

EMERGENCY ACTION

REVERSE EVACUATION

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example: **"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."**

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

EMERGENCY ACTION

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - A = Absent*
 - M = Medical; students taken to the First Aid station*
 - U = Missing/Unaccounted*
- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- Take supplies to designated Request/Release Table locations.
- Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.

- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

EMERGENCY ACTION

TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best-shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Give clear instructions, remain calm and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

E. EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

○ Accident at School	III-23
○ Aircraft Crash	III-24
○ Air Pollution Alert	III-26
○ Allergic Reaction	III-27
○ Animal Disturbance	III-28
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○ Utility Failure	III-76
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INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- ❑ Gather the facts
- ❑ Ensure appropriate intervention to minimize additional injury
- ❑ Provide first aid where necessary
- ❑ Ensure the safety and welfare of students and staff
- ❑ Set up an Emergency Operations Center, if appropriate
- ❑ Contact the District Office to report the critical incident
- ❑ Assess the need for support and counseling for those directly and indirectly involved
- ❑ Manage the media (Public Information Officer/Principal)
- ❑ Set up a recovery room
- ❑ Provide factual information to staff, students and the school community
- ❑ Ensure that the privacy of students and staff is maintained
- ❑ Organize assistance such as transport home

WITHIN 48-72 HOURS

- ❑ Debrief all relevant persons
- ❑ Arrange counseling as needed
- ❑ Provide opportunities for staff and students to talk about the incident
- ❑ Continue to provide updates to staff, students and the school community.
- ❑ Act to dispel rumors
- ❑ Restore normal functioning and service delivery as soon as possible
- ❑ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- ❑ Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- ❑ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- ❑ Maintain school contact with hospitalized students and staff

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, **OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.

- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ DATE _____ TIME _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.
Do not interrupt the caller except to ask:

1. What time is the bomb set for? _____
2. Where has it been placed? _____
3. What does it look like? _____
4. Why are you doing this? _____
5. Who are you? _____

Words used by caller: _____

Description of caller: Male Female Adult Juvenile

Estimate age of caller: _____ Other notes: _____

Voice characteristics: Loud Soft Deep High Pitched
 Raspy Pleasant Intoxicated Nasal
Other _____

Speech: Rapid Slow Disguised Normal
 Laughing Slurred Lisp Stutter
Other _____

Manner: Calm Angry Irrational Excited
 Coherent Incoherent Deliberate Crying
 Emotional Righteous Laughing Foul

Language: Excellent Good Fair Poor
Use of certain phrases: _____

Accent: Local Foreign Regional
Other _____

Background Noises: Airplane Animals Industrial Machines
 Static Motors Office Machines
 Quiet Music Party Scene
 Street Traffic Trains PA System
 TV Voices Other _____

EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.

- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- ☐ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ☐ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ☐ Care for the injured, if any.
- ☐ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station _____ for flood information.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE

GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor. -- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify principal, providing essential details:
 - Name and description of the student
 - Description of the suspect
 - Vehicle information
- Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone numberDo not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.
- Remain quiet until further instructions are provided by the principal or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do **NOT** struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE

THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER**.
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.
Location: _____
Procedure for movement to shelter: _____
- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**Before**

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.

- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____
Drinking Water: _____
Food Service: _____
Fire Suppression: _____
Other: _____

B. Plan for Loss of Electricity

Ventilation: _____
Emergency Light: _____
Computers: _____
Other: _____

C. Plan for Loss of Natural Gas

Heat: _____
Food Service: _____
Other: _____

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
 - Name of student with weapon.
 - Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.

- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students and their families during next few days to squelch rumors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

#

IV – RECOVERY

SECTION IV – RECOVERY ORGANIZATION

Act well at the moment, and you will have performed a good action for all eternity.

--John Caspar Lavater

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

Immediate (short-term) support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

Ongoing (long-term) recovery refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

A. RECOVERY ORGANIZATION

Recovery actions follow the same five SEMS/NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by SEMS/NIMS function:

Management

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery—staff and students.

Operations

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry.
- ARRANGE for repairs.

Planning/Intelligence

- DOCUMENT SEMS compliance for use in applying for disaster relief. See forms in **APPENDIX D** and refer to the Federal Emergency Management Agency website at FEMA.GOV and the California Office of Emergency Services at OES.CA.GOV.
- WRITE recovery after-action reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

Logistics

- PROVIDE recovery-related supplies and replenish disaster cache at each site
- COORDINATE availability of personnel, equipment and vehicles needed for recovery efforts

Administration/Finance

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time as Disaster Service Worker; assure continuity of payroll.

B. DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ PERFORM impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ❑ DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- ❑ PROVIDE detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ❑ ARRANGE for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.

- APPRISE the Marin County Office of Education of recovery status.

The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for teachers/students after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- DEVELOP alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- CREATE a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

C. GOVERNMENT ASSISTANCE AFTER A DISASTER

The following are recovery programs typically available after a disaster. Not all programs may be applicable to or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant.

- **LOCAL EMERGENCY PROCLAMATION REQUIRED**
Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the Governor's Office of Emergency Services to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.
- **GOVERNOR'S STATE OF EMERGENCY PROCLAMATION REQUIRED**
Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

The California Office of Emergency Services at ((916) 845-8100 or <http://www.oes.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> should be contacted for appropriate updated forms to use for disaster recovery documentation and requests.

- **PRESIDENTIAL EMERGENCY DECLARATION REQUIRED**
Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of

\$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

▪ **PRESIDENTIAL MAJOR DISASTER DECLARATION REQUIRED**

Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 93-288) – PL 93-288 and amendments make federal funds available to K-12 schools, colleges and universities when the President declares a major disaster. Under PL 93-288, the President is authorized to:

- Direct Federal agencies to provide assistance essential to meeting immediate threats to life and property resulting from a major disaster including search and rescue, emergency medical care, emergency mass care, debris removal, demolition of unsafe structures which endanger the public and provision of temporary facilities for schools;
- Direct any Federal agency to provide resources (personnel, equipment, supplies, facilities, and managerial, technical, and advisory services) in support of state and local assistance efforts;
- Assist state and local governments in the distribution of medicine, food, and other consumable supplies, and emergency assistance;
- Contribute up to 75 percent of the cost of hazard mitigation measures which substantially reduce the risk of future damage, hardship, loss, or suffering in any area affected by a major disaster;
- Make grants to states, upon their request, for the development of plans and programs for disaster preparedness and prevention. Specific amounts and percentages vary with disaster and are negotiated between the federal and state governments at the time of the disaster.
- Provide temporary public transportation service in an area affected by a major disaster to meet emergency needs and to provide transportation to governmental offices, schools, major employment centers, and other places to enable the community to resume its activities as soon possible.
- Ensure that all appropriate Federal agencies are prepared to issue warnings of disasters to state and local officials.

PL 93-288 constitutes the statutory authority for most Federal disaster response activities especially as they pertain to the Federal Emergency Management Agency (FEMA). FEMA manages federal response and recovery efforts following any national incident. FEMA provides grants to states and local governments to implement long-term hazard mitigation measures after a major disaster declaration, provides assistance to alleviate suffering and hardship resulting from major disasters or emergencies declared by the President and works with state and local emergency. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program. FEMA became part of the U.S. Department of Homeland Security on March 1, 2003.

Note: For disaster assistance, private K-12 schools must first make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

D. GENERAL EMERGENCY RECOVERY CHECKLIST

Recovery activities (such as the restoration of the physical spaces and psychological first aid) are of tremendous value in helping people come to terms with a crisis.

- ❑ DOCUMENT activities.
- ❑ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ❑ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ❑ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ❑ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ❑ RESTORE the physical facility.
- ❑ REQUEST assistance as needed from local public safety agencies and providers.
- ❑ IDENTIFY what follow up interventions are available to students and staff.
 - Conduct debriefings with staff; support their concerns and emotions.
 - Provide classroom assistance, if needed.
 - Outline schedule for the day; modify day's schedule if needed.
 - Identify resources available to teachers and students.
 - Provide access to these support resources.
- ❑ COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ❑ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ❑ CONTROL rumors, provide regular updates of information to various groups.
- ❑ DEVELOP a long term recovery plan.
- ❑ CONSIDER curricular activities that address the crisis.
- ❑ ALLOCATE appropriate time for recovery.
- ❑ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ❑ PLAN how anniversaries of events will be commemorated.

E. RECOVERY STRATEGIES FOR EMERGENCIES/CRITICAL INCIDENTS

The following information may be useful in the days and weeks after an emergency.

THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

- Convene a District Crisis Response Team to assist with debriefing.
 - Assess system-wide support needs, and develop planned intervention strategies;
 - Schedule and provide student, family and staff Critical Incident Stress Management services;
 - Discuss successes and problems;
 - Discuss things to do differently next time.
- Convene the staff to provide updates on additional information and procedures.
- Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
 - Coordinate counseling opportunities for students;
 - Announce ongoing support for students with place, time, and staff facilitator;
 - Provide parents with a list of community resources available to students and their families.
- In case of death, provide funeral/visitation information.
- Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

RESUMPTION OF CLASSES

- **Re-entry into the facility.** The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
 - survey the school after a disaster;
 - report findings to the principal/site administrator; and
 - ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**
- **Relocation.** In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

LONG-TERM FOLLOW-UP AND EVALUATION

- ❑ Write thank-you notes to people who provided support during the emergency.
- ❑ Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
- ❑ Amend emergency management protocols, if needed.

REPAIRS AND RESTORATION

- ❑ **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- ❑ **Post-Disaster Mitigation.** To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS

Post Traumatic Stress: A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

Retraumatization: Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can “retraumatize” a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional

support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people/things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

****Needs medical evaluation--contact a physician.***

EFFECTS OF TRAUMA ON CHILDREN

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"

- No eye contact (Note: In some cultures, making eye contact with adults is “defiant behavior”)
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Tips for Teachers to Help Distressed Children

Usually a child’s emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- ❑ COPE with personal feelings of helplessness, fear or anger. This is an essential first step to being able to effectively help the children.
- ❑ LEARN to recognize the signs and symptoms of distress and post traumatic stress reactions.
- ❑ IDENTIFY children who may need crisis intervention and referral to mental health professionals or other helpers.
- ❑ PUT the emergency or critical incident in context; provide a perspective.
- ❑ COMMUNICATE a positive not helpless attitude.
- ❑ OFFER to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- ❑ TALK about personal feelings and listen to those of the child.
- ❑ TALK with the students about the event or the anniversary of the event, as a class activity.
- ❑ ENCOURAGE older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- ❑ Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include *London Bridge* and *Duck, Duck Goose*.
- ❑ INVITE the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- ❑ INVOLVE the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
- ❑ COORDINATE information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- ❑ RESPOND to the children in a direct, supportive, and consistent manner.

Classroom Activities Following A Tragic Event

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are “open-ended,” which means that they cannot be answered by a simple

“Yes” or “No”. Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of expression: some kids draw recognizable “things”, others draw “abstracts”. Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The student is the best source for what’s going on behind the drawing. Ask him or her about it.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language, but allow students who many not want to participate the “right to pass”.

When to refer students for additional assistance

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;
- Students who are withdrawn or appear depressed;

- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

EFFECTS OF TRAUMA ON ADULTS

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional lability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- ❑ Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- ❑ Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- ❑ Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- ❑ Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

G. WHEN SOMEONE DIES

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and

reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

(1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure. This process should conclude with quiet, reflective time.

1. Introductory Phase

- ❑ Introduce team members or helpers to discuss why they have been assembled and what is hoped to accomplish.
- ❑ Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- ❑ Provide all known relevant facts about the death/incident.
- ❑ Confirm the student's understanding of what happened
- ❑ Ask if anyone has or wants additional information about the death/incident
- ❑ Ask how they learned about it.
- ❑ Ask where were they when they first heard about it.
- ❑ Ask if anyone is missing from the meeting who needs to attend. Determine who are they concerned about.

3. Feeling Phase (include everyone in the discussion)

- ❑ Ask what were their first thoughts when they heard about the death/incident.
- ❑ Ask how they are feeling now.
- ❑ Ask students to tell the class about the individual(s) who died.
- ❑ Ask for some memories of him/her/them.
- ❑ Ask how do the students think he/she/they would like to be remembered.

4. Reaction/Teaching Phase

- ❑ Explore the physical, emotional and cognitive stress reactions of the group members
- ❑ Ask what are some things students usually do when they are really upset or down?
- ❑ Take this opportunity to teach a little about the grief process, if appropriate.
- ❑ Talk about effective coping techniques.
- ❑ Determine if each student has someone else to talk to.

5. Closure Phase

- ❑ Provide information about memorial service/funeral if available
- ❑ Support creative activities such as writing cards, taking a collection.
- ❑ Encourage students to support one another,
- ❑ Remind them that it may take a long time before they will feel settled and explain that is normal
- ❑ Encourage them to talk with someone in their family about their sadness

Support long-term healing by charting a course that offers support and anticipates the needs of victims and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families and the school.

Support memorials and donations by creating meaningful, inclusive and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

Manage benchmark dates—Anticipate and prepare for anniversaries and benchmark dates and establish clear parameters for media coverage.

Handle physical reminders carefully—Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the input feelings of the victims and their families.

Prepare the class—The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy such as the death of a friend or family member prior to his/her return to the class.

- ❑ Explain what is known of the loss.
- ❑ Ask if other students have experienced the death of a friend or family member.
- ❑ Are there things people said or did that made you feel better?
- ❑ How do you think our classmate might be feeling?
- ❑ That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments.
- ❑ What would you want someone to say to you if you experienced the death of someone close?
- ❑ Are there things you could do that may help them feel better?
- ❑ We can take our cues from the person that will guide our actions. What might some of those cues be?

Assist the student—Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- ❑ Allow the student to leave class if upset and where the student can go.
- ❑ Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- ❑ Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- ❑ Encourage journal writing for older students, provide drawing materials for younger children.
- ❑ As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- ❑ Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- ❑ Don't expect the student to snap back into the "old self".
- ❑ If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- ❑ Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

Memorials. When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that would be appropriate for the person who has died.

- ❑ Check with family members to see what kind of memorial they would prefer.
- ❑ Memorials should focus on the life lived, rather than on the death.
- ❑ Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you”.
- ❑ Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- ❑ Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- ❑ There are many other ways to support family and friends of the deceased. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

Suicide Response. A school’s general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

- ❑ Acknowledge the suicide as a tragic loss of life.
- ❑ Allow students to attend funeral services and to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life.
- ❑ Provide counseling support for students profoundly affected by the death.
- ❑ Celebrate the life of this student as you would any student who has died, but do not organize school assemblies to honor the deceased student.
- ❑ Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty.
- ❑ Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the “apparent” cause of death.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats. Traumatic events can trigger extreme feelings of helplessness and hopelessness long after the initial trauma occurs. These feelings may also lead to thoughts of suicide or suicide attempts. Sometimes a new trauma will leave a survivor or family member with the feeling that they can’t handle the tragedy as well as they think people expect them to. In order to prevent further tragedies, students

considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

H. THE “NEW NORMAL”

Victims of a crisis experience a real need to return to normal. However, “normal” as they once experienced it is forever gone and changed. For many, the recognition that such a “normal” is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a “New Normal” to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former “normal.” For students and staff alike, the sooner this is recognized, the better.

*Special thanks to everyone involved in these
emergency management planning efforts.*

*Together we can, and will,
make our schools safer places for our children.*

DRAFT - RMCS Compliance Checklist for a Comprehensive School Safety Plan

Reference: California Education Code: Sections 32280–32289 for Required Components

Section 32281

(b)

- (1) Plan is written and developed by a school site council (SSC)
- (2) The SSC may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
RMCS Emergency Action Plan 2009, (Rev 2013; 2018)	School Site Council: RMCS BOD – Sub Committee (GR; RM; EP, KGM) Designees: Executive Director Coord/Student Support Services Admin/Comm/Ops Mgr BOD Rep - GR

(b)

- (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Local Site Safety Plan/Development 2010 orig. (Rev. 2014, Rev. 2018)	PFD: Annual Inspection Fire Inspector/Specialist – Review Policy Plans PCP: District 15/Beat meetings; onsite inspections SSC: Review/update policies & plans; recommend to BOD; incorporate into school practices. RMCS BOD: Review/approve policy

Section 32282

- (a) The comprehensive school safety plan includes, but is not limited to all of the following:

- (1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information:
 - o Office Referrals
 - o Attendance rates/SARB data
 - o Suspension/Expulsion data
 - o CA Healthy Kids Survey
 - o School improvement plan
 - o Local law enforcement juvenile crime data
 - o Property Damage data

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Weekly/Monthly Attendance Reports generated through school info database & regular –Attendance findings to parents with quarterly progress reports; or as required by aberration (SARB) or referrals/suspension data Bi-annual local Safety trends – PPD Beat Meetings Weekly/Monthly Messaging/Updates/Alerts – via email	School Info Database – report generation/ongoing Mailings/PPD Beat Meetings CDE; SCOE Superintendent; Community Partners; Montessori Associations;

(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:

(A) Child Abuse Reporting Procedures

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Mandated Reporter Training -At Hire, ongoing - annually Mandated Reporter Acknowledgment -At Hire Ee Handbook & Orientation -At Hire, Ongoing Communication Practices & Procedures Local SCAR Practice/Contacts – Posted (all times in staff resource room) Guidance, advisement (ongoing)	At hire (on-line training and in-person, annually) Ee Orientation & Staff Development Distributed to all staff, posted Posted E.D./Superintendent; Student Support Services; Admin/Ops/HR Mgr. d

(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:

(i) Earthquake emergency procedures that include:

(I) A school building disaster plan

Note: building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; these may include but are not limited to:

Fire: Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes

(II) Dates/times of procedure drills held once each quarter in elementary, once each semester in secondary.

(III) protective measures to be taken before, during, and after an earthquake

(IV) a program to ensure that pupils and certificated and classified staff of aware of and are trained in procedures.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
RMCS Adopted Emergency Action Plan - Original 2009 - Rev 2013; 2018 Local Safety Plan R-013; 2015; 2018 ER/Evacuation Map ER/Evacuation Drills Active Threat Drills (Exterior/Interior) School Messaging System Text Messaging Service development in process	Comprehensive Emergency Plan adopted by RMCS Site-specific plan (for ER/evacuation procedures) Posted in all classrooms ER/Evacuation drills practiced monthly (alternating Fire/Earthquake) -Note issues, improvements; tracked through ER Drill binder Twice Annually – Fall/Spring Email messaging for global community; Facebook; Group text pods NEW: communication system through Montessori Compass that has an app for immediate contact

(ii) Establish procedures to allow a public agency including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
RMCS Emergency Action Plan 2009 (Rev 2013; 2018)	Community Relationships: PFD, PCP, SSC, Parents/Community Partnerships

(C) Suspension/Expulsion policies and procedures

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Discipline, Suspension and Expulsion Policy , 2009 (Rev 2014; 2018)	Posted on website (Board review – at charter renewal) Located in Charter
Ee Handbook – at hire/annually Ongoing counsel/advisement	Approved by BOD; reviewed annually E.D/Superintendent/Student Support Services

(D) Procedures to notify teachers of dangerous pupils

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Discipline, Suspension and Expulsion Policy , 2009 (Rev 2014; 2018)	E.D/Superintendent/Student Support Services
Ee Handbook – at hire/annually Ongoing counsel/advisement Parent Enrollment Assessment & Survey , at enrollment, or as provided Parent Reports/Court Orders – as given	-Parent Enrollment Assessment & Survey reviewed by ED/Sup, Classroom Teacher, Student Support Services (and any other personnel who must know) -IEP/504 Plans at enrollment reviewed and forwarded to ED/Sup, Classroom Teacher, Student Support Services (and any other personnel who must know) Court/Custody arrangements are reviewed and signed by ALL STAFF

(E) Discrimination and Harassment Poicy. Include hate crime reporting procedures and policies here.

Note: The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an anti-bullying policy and AB746 covers all types of bullying including cyber-bullying. While it is not requireto place these policies in the school safety plan, they may be placed here.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Anti-harassment, discrimination and retaliation policy , Ee given, signed at hire	All employment policies given at hire, and are part of quarterly and/or annual trainings
Harassment, Discrimination, Intimidation and Bullying Prevention Policy Compliant with the Safe Place to learn Act (2018)	Employees sign, acknowledging adherence to policy
Posted in Staff Resource Room Ee Handbook – at hire/annually Ongoing counsel/advisement Community Handbook – “Grace & Courtesy” – annual Quarterly Staff Development	

(F) Schoolwide Dress Code, if exists, including prohibition of gang-related apparel

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Ee Handbook – at hire/annually	All employment policies given at hire, and are part of quarterly and/or annual trainings
Community Handbook – annually, posted on website	Parents/students receive Community Handbook at enrollment; available on RMCS Website
Counseling/Advisement , as required	Students, staff counseled as required by ED/Sup, Classroom Guide, Student Support Services

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Registration of Visitors/Guests , policy (2019) posted on website ‘ Signage posted at each ingress/egress site	Policies posted on RMCS website
Arrival Dismissal Procedures – in Welcome Packet, posted on web	
Ee Handbook – at hire/annually	All employment policies given at hire, and are part of quarterly and/or annual trainings
Traffic Flow/Parking Map – posted on web; regular announcements, reminders to community	
Community Handbook – annually, posted on website	Parents/students receive Community Handbook at enrollment; available on RMCS Website
Counseling/Advisement , as required	Students, staff counseled as required by ED/Sup, Classroom Guide, Student Support Services

(H) A safe and orderly environment conducive to learning at the school

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Ee Handbook – at hire/annually	All employment policies given at hire, and are part of quarterly and/or annual trainings
Ee Job Description – at hire	
Community Handbook – annually, posted on website	Parents/students receive Community Handbook at enrollment; available on RMCS Website
Counseling/Advisement , as required	Students, staff counseled as required by ED/Sup, Classroom Guide, Student Support Services

(I) Rules and procedures on school discipline

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Ee Handbook – at hire/annually	All employment policies given at hire, and are part of quarterly and/or annual trainings
Community Handbook – annually, posted on website	Parents/students receive Community Handbook at enrollment; available on RMCS Website
RMCS Charter (R-2014)	Posted on Website, available in school administration
Discipline, Suspension and Expulsion Policy , 2009 (Rev 2014; 2018)	Posted on RMCS Website, available in school office
Communication Practices	Distributed to staff/posted in Staff Resource Room
Counseling/Advisement , as required	Students, staff counseled as required by ED/Sup, Classroom Guide, Student Support Services

Section 32282

(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Community Partnerships, Updates, , ongoing	OAUSD, SCOE, CDE – review updates, consult PFP – annual coordination/inspection PPD – regular coordination/consult – no less that every two years Legal charter advisors/firm – review updates/policies as occur

(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
RMCS Emergency Action Plan 2009, (Rev 2013; 2018) Local Site Safety Plan/Policy 2010 orig. (Rev. 2014, Rev. 2018) Facilities Binder – with facilities checks/inspections - ongoing ER/Evacuation Drills Binder – ongoing Board Calendar of Policy Review Policy binder – updated, as approved	RMCS Policies in cycle of annual review. All tracking binders available in RMCS school office Available to BOD; and upon request Available in RMCS school office

(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan (see E above)

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Anti-harassment, discrimination and retaliation policy, Ee given, signed at hire Harassment, Discrimination, Intimidation and Bullying Prevention Policy Compliant with the Safe Place to learn Act (2018) Posted in Staff Resource Room Ee Handbook – at hire/annually Ongoing counsel/advisement Community Handbook – “Grace & Courtesy” – annual Quarterly Staff Development	All employment policies given at hire, and are part of quarterly and/or annual trainings Employees sign, acknowledging adherence to policy

Section 32282.1

(a) Schools are *encouraged* to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district)

- Mental health professionals, school counselors
- Community intervention professionals
- School resource officers, police officers on campus

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Student Support Services - Coordinator/Ed.Specialist - staff Speech Pathologist - staff Contracting Psychologist, CBT program	Job Description(s) Imbedded in contract

Section 32284

Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Green Policy (2010)	Posted on RMCS website, available in RMCS school office
Pest Integration Management Plan (2018)	Binder maintained in school office, includes, plan and practices

Section 32288

(a) Submit the plan to school district office or county office of education for approval.

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
	Checklist included as part of 2019 Charter Renewal (Nov 2018)

(b) (1) SSC/Planning Committee communicated school safety plan to public at a public meeting at the school site

Mandate Met (plan, date)	Comments, Suggested Details (resources, activities, etc.)
Review Date: Draft September 2018	To be an agenda action item on annual BOD calendar

RIVER MONTESSORI CHARTER SCHOOL
Local School Site Safety and Emergency Plan

Creating and Maintaining a Safe Environment

Awareness and preventative action are essential in creating and maintaining a physically and emotionally safe environment. As it is not possible to cover all potentially dangerous situations, it becomes the responsibility of all staff members to make safety their primary focus.

Only when a student experiences an environment that is physically and emotionally safe can genuine healing begin to take place.

If a situation arises where there is a question regarding student or staff safety, the action taken should reflect the safest choice possible, even if it seems overly conservative at the time.

RMCS has adopted the Marin County Office of Education's Model Emergency as an overall safety infrastructure model, reference and overall practice guide. Specific local practices listed below in this plan.

Disaster Plan

The intent of this plan is to clarify River Montessori Charter School (RMCS) procedures in the event of an emergency. The objectives of the RMCS plan are the following:

- To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
- To provide for maximum use of school personnel and school facilities;
- To ensure the safety and protection of our students and school personnel immediately after a disaster;
- To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.
- To meet these objectives, in the event a disaster should occur when children are in attendance during the RMCS school day or an event or activity, the following action plan(s) would be implemented:

RMCS Guide/Employee will:

- Give "duck, cover, and hold" instructions in event of earthquake.
- Evacuate building, according to the RMCS evacuation plan in case of fire or after an earthquake.
- Teachers will take first aid kit and duffel bag only when evacuating to designated evacuation sites.
- Hold students in assigned area [*to the Ellis Treatment trail head/ Southeast Corner of RMCS parking lot*], take role, and wait for "all clear," or further instructions from authorized school or emergency personnel.
- School administration will take Emergency Contact binder, Student Medication bag, Employee Sign-in roster, and support in the evacuation of students to assigned area.

- Remain with class and report anyone who is missing
- Take appropriate first aid action.
- Refrain from re-entering buildings until deemed safe by city building officials.

Executive Director or Designated Emergency Personnel will

- In the event of a fire, shut off gas, electricity, and water (in that order).
- In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity, if there are water leaks, turn off water. Once gas is turned off, do not turn back on; contact P.G.&E.
- Inspect buildings for damage.
- Report to Executive Director or Designated Emergency Personnel for further instructions.
- Set up and coordinate a first aid center.

Designated Emergency Personnel/Executive Director will

- Assign available adults to tasks as needed.
- Decide if evacuation to a designated shelter is necessary.

School Office Manager will

If telephones are operable:

- Notify the police department and/or fire department.
- Monitor incoming phone calls.
- Maintain communication with employees and outside agencies.

Special Information for Parents

Telephone/Communications

- In the event of an earthquake, flood or other natural disaster, employees must keep radios tuned to local/emergency radio station for advisory information. Please do not call RMCS as all lines must be open for emergency calls.

Dismissal

- Should there be a major earthquake, children will remain under the supervision of RMCS authorities until parents or responsible adult(s) can pick them up

Student Release Procedure

- Go directly to the entrance of RMCS or evacuation area.
- Inform guide, assistant, or adult responsible for that classroom that child is being taken from the class line.
- Proceed with child back to student release area just outside school entrance to sign a Student/Emergency Release form for each child being released to an adult. Do not allow any child to be removed without a signed Student/Emergency Release form. This provides us a record of where each child is should someone arrive later looking for the child.
- Unless an employee is staying to volunteer, please leave as quickly as possible after releasing all

children.

- Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, [etc. add additional responsibilities]. Any employee who is able to volunteer shall go directly to the RMCS Command Center where a volunteer coordinator will provide an assignment. Volunteer Guides should leave children with their classes and not sign any student release forms until the child is ready to leave the school property.

If Parent/Guardian(s) Cannot Get to RMCS

- Should a major disaster occur, it is likely that many parent/guardians will not be able to reach RMCS right away. If conditions make it necessary, RMCS will release children to adult indicated on the child's Emergency Release form. RMCS will keep a written record of each child and the adult to whom the child has been released.
- The RMCS Executive Director or Designated Emergency Personnel/Coordinator will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuations of RMCS, the students will be transferred to the nearest available safe shelter.
- If children are caught in a disaster between home and RMCS, it is recommended that they go immediately to RMCS.

Food and Water

- In the event that children would need to remain on the RMCS campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food in each classroom's school emergency/earthquake kit.

Fire Drills and Evacuation

- In the event of fire at RMCS, RMCS will be immediately evacuated according to the floor plan set forth at the beginning of each school year. The location for RMCS student and staff evacuation is the Ellis Creek frontage area. Guides are required to maintain a current student roster at all times; checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department. Results are tracked and posted in school administration.

Process below is practiced in regular, monthly drills (alternating Fire/Earthquake)

- Give "duck, cover, and hold" instructions in event of earthquake.
- Evacuate building, according to the RMCS evacuation plan in case of fire or after an earthquake (maps posted in each classroom, next to Emergency 1st Aid Backpack).1
- Teachers will take Emergency backpack (backpack is equipped with a updated classroom roster, parent/guardian contact, first aid kit, emergency first aid instructions, and an "All Clear" sign) when evacuating to designated evacuation sites.
- Hold students in assigned area [*the Ellis Treatment trail head/ Southeast Corner of RMCS parking lot*], take role, hold up their "All Clear" sign, and wait for "all clear," or further instructions from authorized school or emergency personnel.
- School administration will take Emergency Contact binder, Student Medication bag, Employee Sign-in roster, and support in the evacuation of students to assigned area.
- Remain with class and report anyone who is missing.
- Take appropriate first aid action.
- Refrain from re-entering buildings until deemed safe by city building officials.

Bomb Threats

- In the case of a bomb threat at RMCS, RMCS will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and guides will not re-enter the building until it has been deemed safe by emergency personnel.

Lockdown

- A school lockdown is an emergency protocol established to protect people inside a school facility from a dangerous or external event. The term “lockdown” can be defined as an emergency course of action taken by an agent of authority such as school Superintendent; Executive Director, or police force, to contain and confine people in a building, controlling their movement so that a threat or problem can be located and resolved immediately with the least amount of casualties and chaos.

DRAFT

Active Interior Threat

RMCS is a unique campus with an open floor plan, larger windows and open classrooms (though several locked areas). There are multiple egress options and the campus is located next to two large open space/wetland areas. RMCS has been advised by Petaluma City Police Department, the setting and options are advantageous for the safety of those in an active interior threat situation; that faculty, staff, and students should be directed to quickly exit the facility, and move to the local wetland area. The plan below includes the flexibility of an immediate assessment by the Executive Director/Principal, should it be determined that students moving to locked areas would be the safest course of action.

RUN, HIDE, FIGHT

Local Safety Support Services (Fire/Police Department) as well as FEMA and Homeland Security are recommending the “RUN, HIDE, FIGHT” in an Interior Threat situation.

Recognize signs of potential violence around and what to expect after an active interior threat takes place. Remember during an active threat to RUN. HIDE. FIGHT.

Be Informed

- Sign up for an active shooter training.
- If you see something, say something to an authority right away.
- Sign up to receive local emergency alerts and register your work and personal contact information with any work sponsored alert system.
- Be aware of your environment and any possible dangers.

Make a Plan

- Make a plan with your family, school, or organization, and ensure everyone knows what they would do, if confronted with an active shooter.
- Look for the two nearest exits anywhere you go, and have an escape path in mind & identify places you could hide.
- Understand the plans for individuals with disabilities or other access and functional needs.

The following are guidelines from the FEMA/Homeland Security website

During

RUN and escape, if possible.

- Getting away from the shooter or shooters is the top priority.
- Leave your belongings behind and get away.
- Help others escape, if possible, but evacuate regardless of whether others agree to follow.
- Warn and prevent individuals from entering an area where the active shooter may be.
- Call 911 when you are safe, and describe shooter, location, and weapons.

HIDE, if escape is not possible.

- Get out of the shooter's view and stay very quiet.
- Silence all electronic devices and make sure they won't vibrate.
- Lock and block doors, close blinds, and turn off lights.
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter.
- Try to communicate with police silently. Use text message or social media to tag your location, or put a sign in a window.
- Stay in place until law enforcement gives you the all clear.
- Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.

FIGHT as an absolute last resort.

- Commit to your actions and act as aggressively as possible against the shooter.
- Recruit others to ambush the shooter with makeshift weapons like chairs, fire extinguishers, scissors, books, etc.
- Be prepared to cause severe or lethal injury to the shooter.
- Throw items and improvise weapons to distract and disarm the shooter.

After the Event

- Keep hands visible and empty.
- Know that law enforcement's first task is to end the incident, and they may have to pass injured along the way.
- Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.
- Officers will shout commands and may push individuals to the ground for their safety.
- Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed.

- Take care of yourself first, and then you may be able to help the wounded before first responders arrive.
- If the injured are in immediate danger, help get them to safety.
- While you wait for first responder to arrive, provide first aid. Apply direct pressure to wounded areas and use tourniquets if you have been trained to do so.
- Turn wounded people onto their sides if they are unconscious and keep them warm.
- Consider seeking professional help for you and your family to cope with the long-term effects of the trauma.

Executive Director / Office Manager / Designated Emergency Personnel

1. Upon receiving a report of a threat (E.g. an armed intruder and/or active shooter inside RMCS), an announcement will be made via intercom to all school employees/personnel. The Executive Director or designee will determine the response for the event. The office will announce, “*Our Green classes are starting. Please head to the Adobe classroom*” (Adobe Classroom is code for open space/wetland areas). Or, “*please exit to the _____ (best locked area or exterior for the threat).*” This message should be given twice
2. A school staff member will call 911 immediately and advise police of the situation. The staff member will remain on the line relaying information, as it becomes available until directed otherwise by police personnel.
3. Guides should take attendance of students in their classroom, and if possible convey this information to the Executive Director or Office Manager.
4. When safe to do so, the Guides should escort their students to the nearest locked room without windows (Locking rooms: River Crew Cove, Music Room, Tech Room, Student Support Services; Executive Director’s Office; Tech Room). If in a classroom with a window, blinds should be closed. Guides are NOT to open or unlock the area until released by Executive Director, Police, or designated Emergency Personnel gives the all clear.
5. *As an open floor plan environment, RMCS administration has been advised that when safe, Guides shall support students in exiting the building to Ellis Creek wetlands area and keep moving with the children
6. Students will be prone on the floor, away from door openings and interior walls and ordered to be still and quiet.
7. Guides are not responsible for locking any exterior doors.
8. Police will expect the guides to remain with the students and assist with any student needs and with any plans, including evacuation.
9. Once the building is determined to be safe, the Executive Director, police representative, or designated emergency representative will give the “all clear.”

Active Exterior Threat

1. This type of lockdown occurs when an anticipated outside threat is heading toward RMCS that may potentially harm students or employees. Examples range from a person armed with a gun or knife to a police pursuit which is coming close to, or in the direction of the school. A lockdown decreases risks to RMCS students and employees.

Executive Director and Front Office Personnel:

1. RMCS's responsibility remains much the same as for a threat inside the building. There are, however, several changes and additions. Upon notification of an armed/active shooter or assailant on or near school property, RMCS shall go into immediate lockdown of all exterior doors. The RMCS Executive Director or designee will announce "Mr Green has arrived – no playing on the ____ area (location/area where external siting exists)" This message should be give twice.
2. An office staff member will call 911 and advise dispatch of the impending threat approaching the school. 911 will not need to be called if the external lockdown was initiated by police.
3. The Executive Director and designates shall be responsible for locking all outside doors in an attempt to limit access to the school.
4. The Executive Director and designates will post SCHOOL IN LOCKDOWN signs on exterior doors.
5. Guides are to follow all lockdown rules as outlined in the interior lockdown policy.
6. Students arriving at the school will be marshalled into the school unless it is safer to go to a designated "safe place" away from the school. Depending on when lockdown is called, students may be outside at recess or lunch. The Executive Director and designates will have to monitor doors, allowing entry of students if safe to do so, watching closely for any threat.
7. Neither staff nor students will exit the school until given the stand down/all clear order by the police authority designate, Executive Director, or Executive Director's designate.

Active Threat Practice

RMCS will practice active threat drills at least 2 times per year (once per semester). These drills shall be conducted during class times, as well as at recess or lunch. A log must be kept of all emergency drill practices, noting the date and times, the circumstances, and the time take to secure the school facility.

Adopted:

***Pending PCPDreview, and Board Approval Dec 2018**

**Adopted Marin Model approved by RMCS BOD on 10/18/18*

Amended:

Notes: Fire Inspector Review/walk-through approval .11/01/18

Safe Schools, Thriving Students

How Sonoma County Schools are addressing the many challenges of school safety

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El Molino High School

Working Together for School Safety



Ensuring school safety has never been a more difficult or complex job for schools. Now more than ever, schools are expected to ensure student emotional wellbeing as well as physical safety. While this can be challenging, schools should not feel they are on their own.

Sonoma County Office of Education (SCOE) has undertaken multiple efforts to assist Sonoma County educators in their work to build safe schools. They include a School Violence Preparedness and Response training held in collaboration with the Sonoma County Sheriff's Office; a workshop on Social and Emotional Student Health and Safety; and a Crisis Communications workshop. These efforts are built around what I see as the three pillars of school safety:

- **Planning and prevention** in collaboration with local law enforcement and support agencies
- **Strong communication** with parents, students, and staff
- Focus on students' **social-emotional health** and a strong school climate

This SCOE Bulletin is full of tips from local schools paving the way as well as valued community partners including: the Sonoma County Sheriff's Office, School & College Legal Services, Redwood Empire School Insurance Group, and Partnership for Children & Youth.

I want to thank all Sonoma County educators for their efforts to ensure the safety and wellbeing of their students. Most of us entered this profession because of a desire to help students learn and succeed. Ensuring their safety is critical to this mission.



Partnering for Safety

Ensuring Safety with Limited Resources

When El Molino High School Principal Matt Dunkle thinks about school safety, he considers how to be most effective given the increasing demand on a school's time and resources. School administrators face more pressure than ever before to ensure that schools are safe for students from a variety of threats, he notes. These include: A violent intruder, a natural disaster, bullying, depression, and substance abuse, to name just a few. He observes:

"It's important as administrators to address all the variables that may or may not occur."

At the same time, schools are being asked to do more than ever, with fewer financial resources. "Every administrator wants to make kids safe, healthy, and have every opportunity to learn," says Mr. Dunkle. "There are high expectations and a desire to meet them, but we're definitely resource poor to provide what is necessary."

Adding to the challenge is the fact that few administrators are experts in high-stakes areas of threat assessment or violence prevention, even though they are often asked to act in this capacity. "The wellbeing of students is of paramount importance. You've got to do it because you care about kids and your staff, but it's not a skill set most administrators have," Mr. Dunkle notes. For this reason, he says, close connections and relationships with law enforcement are very important.

Partnering for School Safety

While there's no one-size-fits-all solution to the problem of scarce resources, Mr. Dunkle thinks schools can be strategic in partnering with other public agencies, nonprofits, and the community to ensure school safety.

Thankfully, almost every administrator already has a skill that Mr. Dunkle sees as critical to school safety:



Making connections with students. He says, "Our approach is to have all staff involved, with everyone working together as a single unit," he says. "It helps provide our school a first line of defense, and it helps students feel comfortable on campus."

Partnership Ideas From El Molino

- **Partner with law enforcement, emergency responders, and public health** to provide training and tools.
- **Team up with other schools** to share ideas.
- **Attend trainings by local support organizations** such as SCOE, Redwood Empire School Insurance Group (RESIG), and School & College Legal Services.
- **Embrace the community school approach** where social services, health, and academic groups provide support to families with the school as a hub.
- **Seek grants and alternative funding sources** to support training and planning.
- **Seek support from school community** such as financial, volunteering, and grant writing.



Empowering Staff, Ensuring School Safety

Mark West Union School District Takes a Comprehensive Approach

Our approach is to empower all staff to respond immediately in a crisis.

—Ron Calloway, MWUSD

After attending two trainings on preparing for school violence, Mark West Union School District (MWUSD) saw the need to update its school safety strategy to reflect new guidance. The first training, held by RESIG in the spring, helped administrators understand the threat of a violent incident at a school. Then, the School Violence Preparedness and Response training hosted in August by SCOE and the Sonoma County Sheriff's Office highlighted the approach of "run, hide, fight" in responding to an active shooter on their school campus.

MWUSD's comprehensive school safety plan provided a strong foundation. School violence response became a component within this larger plan. Superintendent Ron Calloway and the district's principals decided to prioritize:

- **Training:** They developed a presentation to be given by the principals to all staff, classified and certificated, before the school year began. This training included a video on Run, Hide, Fight designed for teachers, as well as breakout sessions where staff ran through possible campus scenarios. A second presentation on "Stop the Bleed" provided educators with simple life-saving techniques to use if a student or staff member has been injured.
- **Planning:** This included multiple protocols for how to respond to a crisis on different areas of the campus as well as how to relocate students. The district is working to ensure that there is just one point of entry at each school site.
- **Communications systems:** This included fine-tuning sound systems, identifying specific and clear language to use in a crisis, and crafting a protocol for how to reunite parents with their children.

Tracy Lavin-Kendall, principal at Mark West Elementary, said staff appreciated the interactive portions of the training, where they could talk through how they'd respond to specific situations. As well, they appreciated the tangible information on how to save lives presented in Stop the Bleed. "Teachers understand that's not what they signed up to do, but they want to help to the best of their ability," said Ms. Lavin-Kendall.

The district also made sure that every staff member, from custodian to principal, knew how to initiate a lockdown if they saw a dangerous event unfolding.

"Our approach is to empower all staff to respond immediately in a crisis," said Mr. Calloway. "We want to give everyone the power, because it is the power of saving a child's life."

School Safety Tips from MWUSD

- Provide a **condensed school safety plan** in substitute folders and remind subs to review.
- **Keep parents and the school community in the loop** through newsletters and PTA meetings, even if your plan is still in progress. Parents appreciate the transparency, says Mark West Charter Principal Michelle Franci.
- Don't forget to focus on **day-to-day safety concerns**, such as parking lot hazards and road crossings. Statistically, these are much more likely threats.
- Provide for **students' social-emotional wellbeing**. At MWUSD, this includes a strong counseling program, the Toolbox program, and a culture where employees are encouraged to take responsibility for children's wellbeing and report anything concerning that they see.



In-Depth Training

Training Staff at Healdsburg High

Healdsburg High School used a professional development day this fall to hold an active shooter training on campus with their local police department. It was the culmination of an effort begun last academic year to update the school's emergency protocols and conduct a threat assessment based on current recommendations from the U.S. Department of Education and the Department of Justice.

"Sadly we've learned a lot about responses to these sorts of events," said Principal Bill Halliday. "Just locking down and staying in class, it's not only not recommended—it's resulted in some terrible tragedies."

To start the process, Mr. Halliday and a team of his staff used a number of online resources and virtual trainings offered by federal agencies. Rob Smith, a construction teacher with a long history in law enforcement and emergency protocols, lent his expertise to help the school identify the best resources and carry the trainings forward.

The school team identified changes they needed to make to the school's protocols, then brought the changes to the entire school faculty, including classified staff, in an after-school training. They reviewed new protocols, such as Run, Hide, Fight, and introduced new emergency kits. They also broke into groups and ran through scenarios on various parts of campus.

"We had difficult conversations but also some really practical conversations."

—Bill Halliday, Healdsburg High

Partnering with Police for ALICE Training

Having planned for an active shooter in an intellectual manner, the school team still saw a need to plan for an intruder in a physical manner. They scheduled an active shooter training in October, to be held in partnership with Healdsburg Police Department and RESIG. Eleven

staff members participated. These included teachers the school determined more likely to encounter an intruder based on their classroom location on campus; the campus supervisor, office staff; the student advisor; and the assistant principal.

The training they chose, called ALICE, is an options-based program providing students and staff information and tools to make the best decision for themselves during a crisis. Alert, Lockdown, Inform, Counter and Evacuate (ALICE) are principles for guidance in choosing the best option at the moment a situation arises. Staff members attended an hour-long online training before the in-person session, which included lifelike series of scenarios played out in classroom hallways and cafeterias.

"There were many deep, thought-provoking discussions after each scenario all leading up to the conclusion where, rather than feeling like victims, the Healdsburg team felt they had real tools to survive and help ensure the survival of the students they have in their care," school staff observed. Staff quickly learned how better to survive in a deadly scenario, with the "survival rate" dramatically improving over the course of the training.

Healdsburg High's Resource List

- [Readiness and Emergency Management for Schools](#): Live and virtual trainings from the U.S. Department of Education
- [Guide for Developing High-Quality School Emergency Operations Plans](#): Created by multiple federal agencies
- [Guide for Preventing and Responding to School Violence](#): Provided by Bureau of Justice Administration



Tips You Can Use

Top Five Safety Steps to Take NOW

—By the Sonoma County Sheriff's Office

School safety involves multiple components, including physical security, emergency management, violence prevention, and partnership with law enforcement.

- 1. Adopt the survival mindset of Run-Hide-Fight:**
Be sure staff have watched the [CSU Run-Hide-Fight video](#).
- 2. Create an Emergency Action Plan:** Include ALL staff in trainings and conduct mock exercises. School safety is everyone's responsibility, including the students. Develop relationships with local law enforcement.
- 3. Implement Crime Prevention Through Environmental Design strategies:**
 - Access Control – Design an area to physically obstruct or guide access by people and vehicles, deterring access to potential target areas.
 - Territorial Reinforcement – Design an area to clearly show ownership and indicate that anyone entering will be questioned about their reason for visiting.
 - Natural Surveillance – Design an area that allows for visibility and a clear, unobstructed line of sight.
 - Maintenance – Make sure landscaping and buildings are properly maintained and repaired. Keep shrubs no higher than 2'. Trim tree branches to a height of at least 6' to reduce places to hide.
- 4. Develop a positive school climate:** Encourage teachers and staff to build positive, trusting relationships with students. Break down "codes of silence" to help students feel empowered to come forward and share concerns. Help students feel connected to their classmates and schools.
- 5. Establish assessment procedures for behavior:**
Define prohibited/concerning behaviors including:
 - Student's motives and goals
 - Concerning, unusual, threatening communications
 - Inappropriate interest in violence; access to weapons
 - Stressful events, setbacks, and challenges

- Impact of emotional and developmental issues
- Desperation, hopelessness; suicidal thoughts
- Capacity to carry out an attack
- Evidence of planning an attack
- Consistency between one's statements and actions
- Protective factors like positive or prosocial influences and events. Does the student view violence as an option to solve problems?

Building a Culture of School Safety

—By Redwood Empire School Insurance Group (RESIG)

The key to a safe school is developing a culture of safety throughout the school community.

- 1. Employees** – provide adequate safety training, empower to bring up safety concerns, give necessary personal protective equipment, understand their responsibility for their own safety, participate in drills, maintain a safe classroom.
- 2. District employment practices** – follow best practices with hiring, training, onboarding, consistent discipline, using the interactive process.
- 3. Students** – address student safety and behavior concerns (special education, bullying, molestation) through appropriate training, programs, and policies.
- 4. Facilities** - adequately maintain, inspect and repair buildings, playgrounds, walking surfaces, and grounds.
- 5. Administration** – develop policies and programs to support student and staff safety such as Comprehensive Safe Schools Plan, Injury and Illness Prevention Plan, Hazard Communications Plan, Emergency Operations Plan, and accident/incident response protocols.

RESIG's Loss Prevention Department offers high-quality services to its members to assist them in preventing injury and unsafe conditions. These include emergency planning and emergency communications. [Learn more at resig.org](#) or by [downloading this flier](#).



Tips You Can Use (Continued)

Improving School Safety With Social-Emotional Learning

—By Daren Howard, [Partnership for Children & Youth](#)

By viewing school safety with a social-emotional learning (SEL) lens, schools can build a positive, safe climate that better supports learning. Following is a summary. [Read the full-length article for more detailed information.](#)

- 1. SEL starts with adult learning:** [In our work with districts](#) emphasizing promising practices in instruction and engagement, we often see a need to demonstrate—and sometimes build—social-emotional skills in the adults teaching and supporting students. After all, how can we expect our students to learn these skills if we don't demonstrate them ourselves?
- 2. Don't sacrifice emotional safety in your pursuit of physical safety:** While schools might benefit from practical and assertive safety measures, such as having police officers on campus, these law enforcement professionals must also be equipped to build positive and trusting relationships with students. Otherwise, students may feel that they are being policed rather than protected.
- 3. Interrupt cycles of conflict with restorative justice:** Behavior support systems that use a restorative justice model have the potential to empower students to resolve conflict and decrease inequitable suspension rates
- 4. Leverage partnerships to improve social-emotional learning:** Supporting social and emotional learning allows schools to improve the conditions for academic learning. One way to do this is to embrace the strengths of community-based partners, such as after-school programs which are well-positioned to support the whole child, given their broader mission and youth development focus.
- 5. Measure and improve school climate and culture** Students, staff, and families can participate in surveys to assess their opinions of school culture and climate. The data can be used to develop quality improvement plans as is done with academic data.

Legal Considerations for School Safety

—By Frank Zotter, [School & College Legal Services](#)

This list highlights 10 legal considerations to take into account when planning for school safety. Each item on this list contains exceptions and nuances. [For the full article with all the exceptions and legal citations, click here.](#)

- 1. During school hours,** an outsider must register with a school's principal or designee before entering or remaining on public school grounds.
- 2. The Gun Free School Zone Act** states that no one can possess a firearm in a place that the person knows, or reasonably should know, is a "school zone." See the full article to learn about the four exceptions to this rule.
- 3. Consider the four trespass laws** that apply to school sites.
- 4. A student who has been suspended or an employee who has been terminated** are both prohibited from coming onto school grounds. Such a person must receive notice to that effect.
- 5. The Education Code permits the arrest** of someone who disrupts a public meeting.
- 6. Registered sex offenders** are not permitted on a school campus at any time.
- 7. A school can withdraw** "consent to remain on campus" when a person has "willfully disrupted the orderly operation" of a campus or facility.
- 8. Consider The Parents' Bill of Rights,** a lengthy statute listing more than a dozen specific parental rights— from selection of schools, to participation in activities, to the right to volunteer at schools.
- 9. It is a misdemeanor for a minor** 16 or older or an adult who is not a student to come onto school grounds and "willfully interfere[] with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict bodily damage to property or bodily injury upon any person."
- 10. It is a misdemeanor to disrupt** classroom or extracurricular activities.



Learn More



Video Resources

School Violence Preparedness & Response Training Videos:

Videos of the four-hour training held at SCOE in August 2018 are available to schools or districts upon request. To request access to the videos, email jhansen@scoe.org.



Partner Trainings and Resources

RESIG Loss Prevention

RESIG's Loss Prevention Department offers high-quality services to its members to assist them in preventing injury and unsafe conditions. [Learn more at resig.org](http://resig.org) or by [downloading this flier](#).

School & College Legal Services Trainings

Learn about workshop opportunities at sclscal.org.

Partnership for Children & Youth - Social-Emotional Learning

Partnership for Children & Youth works with school districts, community-based organizations, and statewide leaders to institute practices and policies that foster social-emotional learning opportunities for children and youth through their school day, after school, and summer programming. Learn more at partnerforchildren.org/social-emotional-learning.



Questions about this publication?

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RIVER MONTESSORI CHARTER SCHOOL

Health and Wellness Policy

The governing board of River Montessori Charter School (RMCS) recognizes the link between student health and learning and endeavors to provide a comprehensive program promoting healthy eating, and physical activity for RMCS students.

The Executive Director or designee will build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, along with parent/guardian and community involvement.

To encourage consistent health messages between the home and school environment, the Executive Director or designee may disseminate health education information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the RMCS website, as well as other available forms of communication. Outreach to parents should emphasize the relationship between student health and academic performance. Families and staff will be encouraged to pack health lunches and snacks on a daily basis.

Wellness Committee

The Executive Director or designee may appoint a student wellness committee consisting of parents/guardians, students, school employees, RMCS Board representatives, health professionals, school nurses, health educators, physical education educators, members of the public, and/or others interested in school health issues.

The school health council or committee will advise the school on health-related issues, activities, policies, and programs. At the discretion of the Executive Director, the council's charges may include the planning and implementation of activities to promote health within the RMCS community.

Health Education for Students: Students will receive instruction on pertinent health topics like hand-washing, cough etiquette, nutrition, and physical activity from advising school nurse in collaboration with the RMCS Guides.

Health Education for Parents: Parents will have access to health information on communicable diseases like pediculosis, influenza, enterobiasis, strep throat, and other common communicable health exposures through the advising school nurse and school administration who will keep a file of health-related materials in English and Spanish. This information will include prevention, healthy lifestyle, nutrition, and disease-specific handouts. The RMCS website will have a dedicated "Health Section" on the parent page listing current issues affecting students and families. Health Alerts and advisories will also be disseminated upon occurrence through the school messaging system.

Health Education for Employees: Employees will be trained to safely administer medications to students, on Universal Precautions, sick students, H1N1, lice detection and protocol, and any other current public health issues effecting the health of students at RMCS or local schools.

CPR: All employees working with children are required to have current CPR Training.

First Aid Kits: First Aid kits are available to each classroom and in the playground area. A large kit will be available with the RMCS Office coordinator. Staff will be in-serviced on the contents annually.

TB Tests: All RMCS Employees, contractors, enrichment providers, and volunteers are required to have current TB Clearance. Each TB clearance is valid for four (4) years.

Food: Snacks and food provided by RMCS for events or after school programs will be nutritious. Vending machines, if allowed, will contain wholesome and nutritious food. RMCS has a “Nut-Free/Sesame-Free” policy (Reference Nut Free/Sesame Free Policy).

Illness: students and employees will be encouraged to stay home when they are sick. Parents/guardians or Emergency Contacts will be called immediately to pick up a sick student. Children who come to school with a fever of more than 100.0°F will be immediately sent home. Children with flu-like symptoms will wait in an area separated from other students and employees, until picked up by parent/guardian or emergency contact. If the sick student tolerates it, a protective mask will be used to cover the student’s nose and mouth while they wait. Children must remain at home for 24 hours after they are no longer febrile, without any anti-pyretic medication.

Students who require medication: Parents are encouraged to develop an administration schedule so that the student does not need to receive medication during school hours; however, in the event that the student needs a medication administered during school hours or during River Club hours, the parent/guardian must deliver the prescription medication in its original container. A note must accompany the medication with instructions from the student’s health care practitioner. A note must also accompany the medication from the parent/guardian requesting that the medication be administered.

Medication Documentation and Storage: All medications must be signed in and out on the Medication Sign-in/Sign-out form. All unused medication is returned to the parent/guardian. Medications are kept in a secure, locked cabinet that is inaccessible to students.

Student Medical Files: Students requiring medication during school hours will have a medical file that includes documentation of all requirements for administration maintained in a locked file cabinet.

Adverse Drug Reactions and Incidents: A parent/guardian will be notified immediately in case of an adverse drug reaction or incident concerning medication administration. An Incident Report shall be filled out for all incidents and accidents (reference Incident Report in Appendix).

Nutrition Education & Physical Activity Goals

The RMCS Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school determines appropriate. All RMCS nutrition education and physical education programs shall be based on research, consistent with expectations established in the State’s curriculum frameworks

and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition Education: will be provided as part of the health education program in grade levels 1 – 6, as appropriate, and shall be integrated into other subjects in the regular education program. Nutrition education also may be offered through before- and after-school programs

The Board prohibits marketing and advertising of non-nutritious foods and beverages through signage, vending machines, logos, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

Nutrition Guidelines for Foods Available at RMCS

RMCS does not have vending machines or a cafeteria-based, state-sponsored lunch program on its premises. In the event of a change, this policy will be revised to reflect such addition, as well as incorporation and adherence to the USDA nutrition standards.

The Board shall adopt nutritional guidelines for all foods available during the school day, with the objective of promoting student health and reducing childhood obesity.

The Board believes that foods and beverages available to students at RMCS should support the health curriculum and promote optimal health. Nutritional standards adopted by RMCS for all foods and beverages sold to students including foods sold through vending machines, student stores, fundraisers, and other venues, as well as food served at before- and after-care, shall meet or exceed state and federal nutritional standards.

RMCS Food Guidelines are as Follows:

Beverages

- ◇ Water without additives like vitamins or sweetener
- ◇ Milk (low fat/fat free) – including soy, rice or nondairy
- ◇ Fruit/Vegetable – 100% fruit/vegetable with no added sweeteners (can be diluted with water)

Snacks

- ◇ Fruit
- ◇ Vegetable
- ◇ Dairy/Whole Grains – less than 35% calories from fat and less than 10% calories from saturated fat, less than 35% sugar by weight
- ◇ Any snack item not more than 200 calories per item

The Executive Director or designee shall require school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior. Food items must follow the RMCS Food Guidelines.

Food Guidelines shall be made available to parents and volunteers to use as a reference for donated food used for snacks and occasional celebrations. RMCS employees, along with the Wellness Committee, will encourage the use of the Food Guidelines by parents and volunteers when bringing food into RMCS.

Class activities and celebrations will be encouraged to be held after the lunch period whenever

possible and should follow the RMCS Food Guidelines. Any activity or fundraisers that sell food items that are not in keeping with the RMCS Food Guidelines must be pre-approved by the RMCS Executive Director, designee or Wellness Committee. Four fundraisers per year may sell food items that are not in keeping with the River Food Guidelines. The Wellness Committee will serve as a resource to families, employees, and students regarding foods to be created in classrooms, used for fundraising, served during and after school, and brought to school as a lunch or snack.

Physical Education

All students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate-to-vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities. RMCS shall strive to exceed the state standard of 200 minutes of physical activity for every ten days of school for every student during the school day, and will work toward helping students achieve the CDC guideline of 60 minutes of daily physical activity by providing opportunities for students to engage in physical activity after school.

The Board will look to the Health Council Committee to see out community partners able to help with increasing students' physical activity both during and after school.

The Executive Director or designee shall encourage staff to serve as positive role models. S/he shall promote, and may provide, opportunities for regular physical activities among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

Community Promotion of Student Wellness

As a Montessori school, we believe that we do this in partnership—student, guide, family, and school—a village working in harmony to support children in their individual development, modeling a respectful, nurturing, and synchronistic community, and celebrating all the differences that make the entire community beautiful. To this end, we rely on community consensus and respect of RMCS policies and guidelines and to support the promotion of student health and wellness for all children.

Program Implementation and Evaluation

The Executive Director shall designate at least one person within the school who is charged with operational responsibility for ensuring that RMCS implements this policy. This individual (or committee of individuals) will report to the extent to which RMCS is in compliance with this Health & Wellness Policy and the progress being made in attaining policy goals.

RMCS will design and measure implementation of this wellness policy and shall report to the board at least every two (2) years on the implementation of this policy and any other board policies related to nutrition and physical activity.

Posting Requirements

RMCS shall post the policies and regulations on nutrition and physical activity in public view and on the RMCS website.

RMCS shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education [where are these posted?]

Adopted: September 10, 2013

Amended: December 15, 2015

DRAFT

River Montessori Charter School Health Plan

Exams and Immunizations: On or before the 90th day after a student's entrance into first grade at **River Montessori Charter School, "RMCS"** (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

Vision screening: Vision and Hearing Tests: Within the first three months upon first enrollment in the School, and at least every third year thereafter, the School shall test the student's vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color. Parents/guardians may also avoid the testing and observation if they file with the School Director a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the School's Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from

physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School Director is satisfied that any contagious or infectious disease does not exist.

Oral Health

Admission: By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

Report to County Office of Education: By December 31 of each year, the school will submit a report to the Sonoma County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school

Health Education for Students: Students will receive instruction on pertinent health topics like hand washing, cough etiquette, nutrition, and physical activity from the School Nurse in collaboration with the teachers.

Health Education for Parents: Parents will have access to health information on communicable diseases like pediculosis and influenza through the school nurse who will keep a file of health related materials in English and Spanish. This information will include prevention, healthy lifestyle, nutrition and disease specific handouts.

The RMCS website will have a "Health Page" where information may be found concerning current issues effecting students and families.

Health Education Staff: Staff will be trained by the School Nurse to safely administer medications to students, on Universal Precautions, sick students, H1N1, and any other current public health issues effecting the health of students in school.

CPR: All staff working with children are required to have current CPR training. Only staff who have CPR training are allowed to administer medications.

First Aid Kits: First Aid kits are available in each classroom and in the playground area. A large kit will be available with the Office Manager. Staff will be in-serviced on the contents annually.

TB Tests: Staff, Enrichment Providers and Volunteers are required to have a current TB test which is valid for four years.

Food: Snacks and food provided by RMCS for events or after school will be nutritious. Vending machines, if allowed, will contain wholesome food. No peanuts are allowed in RMCS.

Illness: Students and staff will be encouraged to stay home when they are sick. Parents/Guardians or Emergency Contacts will be called immediately to pick up a sick student. Children who come to school with a fever of more than 100.0 F will be immediately sent home. Children with flu-like symptoms will wait in a closed room, away from other staff and students, until they are picked up. If the sick student tolerates it, a mask will be used to cover the students nose and mouth while they wait. Children must stay home for 24 hours after they are no longer febrile without any anti-pyretic medication.

Students who require medication: Parents are encouraged to develop an administration schedule so that the student does not need to receive medication during school hours, however, in the event that the student needs a medication administered during school hours or during River Club hours, the parent/guardian

must deliver the prescription medication in its original container. A note must accompany the medication with instructions from the student's physician. A note must also accompany the medication from the parent/guardian requesting that the medication be administered.

Medication Documentation and Storage: All medications must be signed in on a medication log sheet and signed out when returned to the parent. All unused medication is returned to the parent/guardian. Medications are kept in a secure, locked cabinet that is inaccessible to children.

A "Medication Permission" sheet must be filled out on each child receiving medications at school.

Student Files: Students requiring medication during school time will have a file maintained in a lock file cabinet with all documentation required for administration of medication.

Adverse drug reactions and Incidents: A parent/guardian will be notified immediately in case of an adverse drug reaction or incident concerning medication administration. An incident report is filled out for all incidents and accidents (see Incident Form).

River Montessori Charter School

School Wellness Policy

The governing board of River Montessori Charter School recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for River students. The Director or designee will build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

To encourage consistent health messages between the home and the school environment, the Director or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the River website, and other communications. Outreach to parents should emphasize the relationship between student health and academic performance. Families and staff will be encouraged to pack healthy lunches and snacks on a daily basis.

Health Council Committee

The Director or designee may appoint a student health council or wellness committee consisting of parents/guardians, students, school employees, River board representatives, health professionals, school nurses, health educators, physical education educators, members of the public, and/or others interested in school health issues.

The school health council or committee will advise the school on health-related issues, activities, policies, and programs. At the discretion of the Director, the council's charges may include the planning and implementation of activities to promote health within the school or community.

Nutrition Education and Physical Activity Goals

The board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school determines appropriate. The school's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education will be provided as part of the health education program in grades 1-6 and, as appropriate, shall be integrated into other subjects in the regular educational program. Nutrition education also may be offered through before-and after- school programs.

All students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before-and after- school programs, and other structured and unstructured activities. The school shall strive to exceed the state standard of 200 minutes of physical activity for every ten days of school for every student during the school day. It will also work towards helping students achieve the CDC guideline of 60 minutes of physical activity daily by providing opportunities for students to engage in physical activity after school. The board will look to the Health Council Committee to seek out community partners able to help with increasing students' physical activity both during and after school.

The Director or designee shall encourage staff to serve as positive role models. He/she should promote and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

The board prohibits marketing and advertising of non-nutritious foods and beverages through signage, vending machines fronts, logos, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

Nutritional Guidelines for Foods Available at School

The board shall adopt nutritional guidelines for all foods available during the school day, with the objective of promoting student health and reducing childhood obesity.

The board believes that foods and beverages available to students at River should support the health curriculum and promote optimal health. Nutritional standards adopted by the school for all foods and beverages sold to students including foods sold through vending machines, student stores, fundraisers and other venues, as well as food served at before and after care, shall meet or exceed state and federal nutritional standards.

River Food Guidelines are as follows:

Beverages

- ◇ Water without additives like vitamins or sweetener
- ◇ Milk (low fat/fat free) – including soy, rice or nondairy
- ◇ Fruit/Vegetable – 100% fruit/vegetable with no added sweeteners (can be diluted with water)

Snacks

- ◇ Fruit
- ◇ Vegetable

- ◇ Dairy/Whole Grains – less than 35% calories from fat and less than 10% calories from saturated fat, less than 35% sugar by weight
- ◇ Any snack item not more than 200 calories per item

The Director or designee shall require school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior. Food items must follow the River Food Guidelines.

School staff shall distribute River Food Guidelines to parents and volunteers to use as a reference for donated food used for snacks and occasional parties. The staff along with the wellness committee will encourage the use of the guidelines by parents and volunteers when bringing food into the school.

Class parties or celebrations will be encouraged to be held after the lunch period when possible and should follow the River Food Guidelines. Four fundraisers per year may sell food items that are not in keeping with the River Food Guidelines. The Wellness Committee will serve as a resource to families, staff and students regarding foods to be created in classrooms, used for fundraising, served during and after school, and brought to school as a lunch or snack.

Program Implementation and Evaluation

The Director shall designate at least one person within the school who is charged with operational responsibility for ensuring that the school site implements this policy. This person will report the extent to which River is in compliance with this wellness policy and the progress made in attaining the goals of the policy.

RMCS will design and measure implementation of this wellness policy and shall report to the board at least every two years on the implementation of this policy and any other board policies related to nutrition and physical activity.

Posting Requirements

The school shall post the school's policies and regulations on nutrition and physical activity in public view and on the school's website.

The school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Adopted: September 10, 2013

Amended:

RIVER MONTESSORI CHARTER SCHOOL

Health and Wellness Policy

The governing board of River Montessori Charter School (RMCS) recognizes the link between student health and learning and endeavors to provide a comprehensive program promoting healthy eating, and physical activity for RMCS students.

The Executive Director or designee will build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, along with parent/guardian and community involvement.

To encourage consistent health messages between the home and school environment, the Executive Director or designee may disseminate health education information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the RMCS website, as well as other available forms of communication. Outreach to parents should emphasize the relationship between student health and academic performance. Families and staff will be encouraged to pack health lunches and snacks on a daily basis.

Wellness Committee

The Executive Director or designee may appoint a student wellness committee consisting of parents/guardians, students, school employees, RMCS Board representatives, health professionals, school nurses, health educators, physical education educators, members of the public, and/or others interested in school health issues.

The school health council or committee will advise the school on health-related issues, activities, policies, and programs. At the discretion of the Executive Director, the council's charges may include the planning and implementation of activities to promote health within the RMCS community.

Health Education for Students: Students will receive instruction on pertinent health topics like hand-washing, cough etiquette, nutrition, and physical activity from advising school nurse in collaboration with the RMCS Guides.

Health Education for Parents: Parents will have access to health information on communicable diseases like pediculosis, influenza, enterobiasis, strep throat, and other common communicable health exposures through the advising school nurse and school administration who will keep a file of health-related materials in English and Spanish. This information will include prevention, healthy lifestyle, nutrition, and disease-specific handouts. The RMCS website will have a dedicated "Health Section" on the parent page listing current issues affecting students and families. Health Alerts and advisories will also be disseminated upon occurrence through the school messaging system.

Health Education for Employees: Employees will be trained to safely administer medications to students, on Universal Precautions, sick students, H1N1, lice detection and protocol, and any other current public health issues effecting the health of students at RMCS or local schools.

CPR: All employees working with children are required to have current CPR Training.

First Aid Kits: First Aid kits are available to each classroom and in the playground area. A large kit will be available with the RMCS Office coordinator. Staff will be in-serviced on the contents annually.

TB Tests: All RMCS Employees, contractors, enrichment providers, and volunteers are required to have current TB Clearance. Each TB clearance is valid for four (4) years.

Food: Snacks and food provided by RMCS for events or after school programs will be nutritious. Vending machines, if allowed, will contain wholesome and nutritious food. RMCS has a “Nut-Free/Sesame-Free” policy (Reference Nut Free/Sesame Free Policy).

Illness: students and employees will be encouraged to stay home when they are sick. Parents/guardians or Emergency Contacts will be called immediately to pick up a sick student. Children who come to school with a fever of more than 100.0°F will be immediately sent home. Children with flu-like symptoms will wait in an area separated from other students and employees, until picked up by parent/guardian or emergency contact. If the sick student tolerates it, a protective mask will be used to cover the student’s nose and mouth while they wait. Children must remain at home for 24 hours after they are no longer febrile, without any anti-pyretic medication.

Students who require medication: Parents are encouraged to develop an administration schedule so that the student does not need to receive medication during school hours; however, in the event that the student needs a medication administered during school hours or during River Club hours, the parent/guardian must deliver the prescription medication in its original container. A note must accompany the medication with instructions from the student’s health care practitioner. A note must also accompany the medication from the parent/guardian requesting that the medication be administered.

Medication Documentation and Storage: All medications must be signed in and out on the Medication Sign-in/Sign-out form. All unused medication is returned to the parent/guardian. Medications are kept in a secure, locked cabinet that is inaccessible to students.

Student Medical Files: Students requiring medication during school hours will have a medical file that includes documentation of all requirements for administration maintained in a locked file cabinet.

Adverse Drug Reactions and Incidents: A parent/guardian will be notified immediately in case of an adverse drug reaction or incident concerning medication administration. An Incident Report shall be filled out for all incidents and accidents (reference Incident Report in Appendix).

Nutrition Education & Physical Activity Goals

The RMCS Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school determines appropriate. All RMCS nutrition education and physical education programs shall be based on research, consistent with expectations established in the State’s curriculum frameworks

and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition Education: will be provided as part of the health education program in grade levels 1 – 6, as appropriate, and shall be integrated into other subjects in the regular education program. Nutrition education also may be offered through before- and after-school programs

The Board prohibits marketing and advertising of non-nutritious foods and beverages through signage, vending machines, logos, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

Nutrition Guidelines for Foods Available at RMCS

RMCS does not have vending machines or a cafeteria-based, state-sponsored lunch program on its premises. In the event of a change, this policy will be revised to reflect such addition, as well as incorporation and adherence to the USDA nutrition standards.

The Board shall adopt nutritional guidelines for all foods available during the school day, with the objective of promoting student health and reducing childhood obesity.

The Board believes that foods and beverages available to students at RMCS should support the health curriculum and promote optimal health. Nutritional standards adopted by RMCS for all foods and beverages sold to students including foods sold through vending machines, student stores, fundraisers, and other venues, as well as food served at before- and after-care, shall meet or exceed state and federal nutritional standards.

RMCS Food Guidelines are as Follows:

Beverages

- ◇ Water without additives like vitamins or sweetener
- ◇ Milk (low fat/fat free) – including soy, rice or nondairy
- ◇ Fruit/Vegetable – 100% fruit/vegetable with no added sweeteners (can be diluted with water)

Snacks

- ◇ Fruit
- ◇ Vegetable
- ◇ Dairy/Whole Grains – less than 35% calories from fat and less than 10% calories from saturated fat, less than 35% sugar by weight
- ◇ Any snack item not more than 200 calories per item

The Executive Director or designee shall require school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior. Food items must follow the RMCS Food Guidelines.

Food Guidelines shall be made available to parents and volunteers to use as a reference for donated food used for snacks and occasional celebrations. RMCS employees, along with the Wellness Committee, will encourage the use of the Food Guidelines by parents and volunteers when bringing food into RMCS.

Class activities and celebrations will be encouraged to be held after the lunch period whenever

possible and should follow the RMCS Food Guidelines. Any activity or fundraisers that sell food items that are not in keeping with the RMCS Food Guidelines must be pre-approved by the RMCS Executive Director, designee or Wellness Committee. Four fundraisers per year may sell food items that are not in keeping with the River Food Guidelines. The Wellness Committee will serve as a resource to families, employees, and students regarding foods to be created in classrooms, used for fundraising, served during and after school, and brought to school as a lunch or snack.

Physical Education

All students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate-to-vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities. RMCS shall strive to exceed the state standard of 200 minutes of physical activity for every ten days of school for every student during the school day, and will work toward helping students achieve the CDC guideline of 60 minutes of daily physical activity by providing opportunities for students to engage in physical activity after school.

The Board will look to the Health Council Committee to see out community partners able to help with increasing students' physical activity both during and after school.

The Executive Director or designee shall encourage staff to serve as positive role models. S/he shall promote, and may provide, opportunities for regular physical activities among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

Community Promotion of Student Wellness

As a Montessori school, we believe that we do this in partnership—student, guide, family, and school—a village working in harmony to support children in their individual development, modeling a respectful, nurturing, and synchronistic community, and celebrating all the differences that make the entire community beautiful. To this end, we rely on community consensus and respect of RMCS policies and guidelines and to support the promotion of student health and wellness for all children.

Program Implementation and Evaluation

The Executive Director shall designate at least one person within the school who is charged with operational responsibility for ensuring that RMCS implements this policy. This individual (or committee of individuals) will report to the extent to which RMCS is in compliance with this Health & Wellness Policy and the progress being made in attaining policy goals.

RMCS will design and measure implementation of this wellness policy and shall report to the board at least every two (2) years on the implementation of this policy and any other board policies related to nutrition and physical activity.

Posting Requirements

RMCS shall post the policies and regulations on nutrition and physical activity in public view and on the RMCS website.

RMCS shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education [where are these posted?]

Adopted: September 10, 2013

Amended: December 15, 2015

DRAFT

River Montessori Charter School Health Plan

Exams and Immunizations: On or before the 90th day after a student's entrance into first grade at **River Montessori Charter School, "RMCS"** (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

Vision screening: Vision and Hearing Tests: Within the first three months upon first enrollment in the School, and at least every third year thereafter, the School shall test the student's vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color. Parents/guardians may also avoid the testing and observation if they file with the School Director a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the School's Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from

physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School Director is satisfied that any contagious or infectious disease does not exist.

Oral Health

Admission: By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

Report to County Office of Education: By December 31 of each year, the school will submit a report to the Sonoma County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school

Health Education for Students: Students will receive instruction on pertinent health topics like hand washing, cough etiquette, nutrition, and physical activity from the School Nurse in collaboration with the teachers.

Health Education for Parents: Parents will have access to health information on communicable diseases like pediculosis and influenza through the school nurse who will keep a file of health related materials in English and Spanish. This information will include prevention, healthy lifestyle, nutrition and disease specific handouts.

The RMCS website will have a "Health Page" where information may be found concerning current issues effecting students and families.

Health Education Staff: Staff will be trained by the School Nurse to safely administer medications to students, on Universal Precautions, sick students, H1N1, and any other current public health issues effecting the health of students in school.

CPR: All staff working with children are required to have current CPR training. Only staff who have CPR training are allowed to administer medications.

First Aid Kits: First Aid kits are available in each classroom and in the playground area. A large kit will be available with the Office Manager. Staff will be in-serviced on the contents annually.

TB Tests: Staff, Enrichment Providers and Volunteers are required to have a current TB test which is valid for four years.

Food: Snacks and food provided by RMCS for events or after school will be nutritious. Vending machines, if allowed, will contain wholesome food. No peanuts are allowed in RMCS.

Illness: Students and staff will be encouraged to stay home when they are sick. Parents/Guardians or Emergency Contacts will be called immediately to pick up a sick student. Children who come to school with a fever of more than 100.0 F will be immediately sent home. Children with flu-like symptoms will wait in a closed room, away from other staff and students, until they are picked up. If the sick student tolerates it, a mask will be used to cover the students nose and mouth while they wait. Children must stay home for 24 hours after they are no longer febrile without any anti-pyretic medication.

Students who require medication: Parents are encouraged to develop an administration schedule so that the student does not need to receive medication during school hours, however, in the event that the student needs a medication administered during school hours or during River Club hours, the parent/guardian

must deliver the prescription medication in its original container. A note must accompany the medication with instructions from the student's physician. A note must also accompany the medication from the parent/guardian requesting that the medication be administered.

Medication Documentation and Storage: All medications must be signed in on a medication log sheet and signed out when returned to the parent. All unused medication is returned to the parent/guardian. Medications are kept in a secure, locked cabinet that is inaccessible to children.

A "Medication Permission" sheet must be filled out on each child receiving medications at school.

Student Files: Students requiring medication during school time will have a file maintained in a lock file cabinet with all documentation required for administration of medication.

Adverse drug reactions and Incidents: A parent/guardian will be notified immediately in case of an adverse drug reaction or incident concerning medication administration. An incident report is filled out for all incidents and accidents (see Incident Form).

River Montessori Charter School

School Wellness Policy

The governing board of River Montessori Charter School recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for River students. The Director or designee will build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

To encourage consistent health messages between the home and the school environment, the Director or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, the River website, and other communications. Outreach to parents should emphasize the relationship between student health and academic performance. Families and staff will be encouraged to pack healthy lunches and snacks on a daily basis.

Health Council Committee

The Director or designee may appoint a student health council or wellness committee consisting of parents/guardians, students, school employees, River board representatives, health professionals, school nurses, health educators, physical education educators, members of the public, and/or others interested in school health issues.

The school health council or committee will advise the school on health-related issues, activities, policies, and programs. At the discretion of the Director, the council's charges may include the planning and implementation of activities to promote health within the school or community.

Nutrition Education and Physical Activity Goals

The board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school determines appropriate. The school's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education will be provided as part of the health education program in grades 1-6 and, as appropriate, shall be integrated into other subjects in the regular educational program. Nutrition education also may be offered through before-and after- school programs.

All students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before-and after- school programs, and other structured and unstructured activities. The school shall strive to exceed the state standard of 200 minutes of physical activity for every ten days of school for every student during the school day. It will also work towards helping students achieve the CDC guideline of 60 minutes of physical activity daily by providing opportunities for students to engage in physical activity after school. The board will look to the Health Council Committee to seek out community partners able to help with increasing students' physical activity both during and after school.

The Director or designee shall encourage staff to serve as positive role models. He/she should promote and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

The board prohibits marketing and advertising of non-nutritious foods and beverages through signage, vending machines fronts, logos, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

Nutritional Guidelines for Foods Available at School

The board shall adopt nutritional guidelines for all foods available during the school day, with the objective of promoting student health and reducing childhood obesity.

The board believes that foods and beverages available to students at River should support the health curriculum and promote optimal health. Nutritional standards adopted by the school for all foods and beverages sold to students including foods sold through vending machines, student stores, fundraisers and other venues, as well as food served at before and after care, shall meet or exceed state and federal nutritional standards.

River Food Guidelines are as follows:

Beverages

- ◇ Water without additives like vitamins or sweetener
- ◇ Milk (low fat/fat free) – including soy, rice or nondairy
- ◇ Fruit/Vegetable – 100% fruit/vegetable with no added sweeteners (can be diluted with water)

Snacks

- ◇ Fruit
- ◇ Vegetable

- ◇ Dairy/Whole Grains – less than 35% calories from fat and less than 10% calories from saturated fat, less than 35% sugar by weight
- ◇ Any snack item not more than 200 calories per item

The Director or designee shall require school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior. Food items must follow the River Food Guidelines.

School staff shall distribute River Food Guidelines to parents and volunteers to use as a reference for donated food used for snacks and occasional parties. The staff along with the wellness committee will encourage the use of the guidelines by parents and volunteers when bringing food into the school.

Class parties or celebrations will be encouraged to be held after the lunch period when possible and should follow the River Food Guidelines. Four fundraisers per year may sell food items that are not in keeping with the River Food Guidelines. The Wellness Committee will serve as a resource to families, staff and students regarding foods to be created in classrooms, used for fundraising, served during and after school, and brought to school as a lunch or snack.

Program Implementation and Evaluation

The Director shall designate at least one person within the school who is charged with operational responsibility for ensuring that the school site implements this policy. This person will report the extent to which River is in compliance with this wellness policy and the progress made in attaining the goals of the policy.

RMCS will design and measure implementation of this wellness policy and shall report to the board at least every two years on the implementation of this policy and any other board policies related to nutrition and physical activity.

Posting Requirements

The school shall post the school's policies and regulations on nutrition and physical activity in public view and on the school's website.

The school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Adopted: September 10, 2013

Amended:

River Montessori Charter School

Transitional Kindergarten through 6th Grade

Transitional Kindergarten / Kindergarten

RMCS offers a fun and stimulating program to meet the needs of the young child and Kindergarten-aged student!

Transitional Kindergarten is the first of a two-year Kindergarten program that allows children to have access to an extra year of schooling if their birthday falls between September 2 and December 2. At RMCS, our students develop themselves in all areas of development—cognitively, socially, physically, and emotionally—as they work on independence, competence, and confidence in a fun, peaceful, interactive, and stimulating academic and social learning environment.

Kindergarten is a very important year for the Montessori child! Our students are the venerated leaders of this level, demonstrating great skills and accomplishments in academics while enjoying the social interactions so important to this age. Guiding others inspires their own great academic achievement and helps to develop a meaningful sense of pride in their accomplishments, abilities, and who they are as people.



Lower Elementary

Lower Elementary is an inspiring time for the child as they are insatiably curious about the universe! In this multi-age classroom of first through third grade, children continue their holistic growth with lofty academic research and personally interesting topics to increase understanding and achievement in mathematics, language, science, history, the arts, physical education and more. Children at this level are eager and collaborative students, with a developing sense of organization about their work, and their purpose and responsibilities as individuals and community members. As active participants in their learning, RMCS students tend to be happy, inspired, and inquisitive, and striving—perfectly conducive to personal and academic growth.

Upper Elementary

Excitement and mastery are a tone of accomplishment in Upper Elementary at RMCS. Multi-age classrooms of fourth-sixth graders, complete the elementary plane and cycle of self-discovery and leadership. For Upper Elementary students, learning is about refinement of independent thinking, a self-directed sense of accomplishment, and mastery. Integrated and interdisciplinary work continues but on a much grander scale as students increase their organizational and academic skills and to be able to reach new heights and complete increasingly complex projects culminating in their sixth grade with a thesis-like year-long project on a subject of their choice, presented in a multi-media presentation.



River Montessori Charter School is a learning community where children are inspired to realize their academic, personal, and social potential to become global citizens. The historically proven Montessori educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery and a love of learning, as well as respect for self, others, and the environment.



River Montessori Charter School

www.rivermontessoricharter.org
Petaluma, CA
707-778-6414



River Crew

Join the fun in River Crew before and after school as we host some of the best play dates in Petaluma! In the Montessori spirit, children are given their choice of activities within a peaceful, joyful, and inspiring environment. At any given time you'll find an individual child or a small group of friends playing games, cooking, playing outside, conducting science experiments, or simply enjoying a good read.



**Providing a Free and Public
Montessori Education
since 2009**

River Montessori Charter School

Kínder de transición hasta sexto grado

Kínder de transición / Jardín de infancia

¡RMCS ofrece un programa divertido y estimulante para satisfacer las necesidades de los niños pequeños y de los estudiantes de Kindergarten!

El Kínder de transición es el primero de un programa de Kínder de dos años que les permite a los niños tener acceso a un año adicional de educación si sus cumpleaños se celebra entre el 2 de septiembre y el 2 de diciembre. En RMCS, nuestros estudiantes se desarrollan en todas las áreas de desarrollo: cognitivamente, social, física y emocionalmente, a medida que trabajan en la independencia, la competencia y la confianza en un ambiente de aprendizaje académico y social divertido, pacífico, interactivo y estimulante. Kindergarten es un año muy importante para el niño Montessori! Nuestros estudiantes son los líderes venerados de este nivel, demostrando grandes habilidades y logros académicos mientras disfrutan de las interacciones sociales tan importantes para esta edad. Guiar a otros inspira su propio gran logro académico y ayuda a desarrollar un sentido significativo de orgullo por sus logros, habilidades y quiénes son como personas.



Primaria Inferior

Lower Elementary es un momento inspirador para el niño, ya que tienen una insaciable curiosidad por el universo. En este aula de edades múltiples de primero a tercer grado, los niños continúan su crecimiento holístico con una investigación académica elevada y temas de interés personal para aumentar la comprensión y el rendimiento en matemáticas, lenguaje, ciencias, historia, artes, educación física y más. Los niños en este nivel son estudiantes entusiastas y colaborativos, con un sentido creciente de organización sobre su trabajo, y su propósito y responsabilidades como individuos y miembros de la comunidad. Como participantes activos en su aprendizaje, los estudiantes de RMCS tienden a ser felices, inspirados e inquisitivos, y se esfuerzan, conduciendo perfectamente al crecimiento

Primaria superior

La emoción y el dominio son un tono de logro en Upper Elementary en RMCS. Las aulas de edades múltiples de alumnos de cuarto a sexto grado, completan el plano elemental y el ciclo de autodescubrimiento y liderazgo. Para los estudiantes de Upper Elementary, el aprendizaje es sobre el refinamiento del pensamiento independiente, un sentido de logro autodirigido y el dominio. El trabajo integrado e interdisciplinario continúa, pero en una escala mucho mayor a medida que los estudiantes aumentan sus habilidades organizativas y académicas y pueden alcanzar nuevos niveles y completar proyectos cada vez más complejos que culminan en su sexto grado con un proyecto de un año similar a una tesis sobre un tema de Su elección, presentada en una presentación multimedia.



River Montessori Charter School es una comunidad de aprendizaje donde los niños se inspiran para realizar su potencial académico, personal y social para convertirse en ciudadanos globales. El modelo educativo Montessori, históricamente probado, apoya a todo el niño, crea aprendices de por vida y educa para la paz. La excelencia académica resultante está respaldada por un entorno de aula preparado que inspira el descubrimiento individualizado y el amor por el aprendizaje, así como el respeto por uno mismo, los demás y el medio ambiente.



River Montessori Charter School

www.rivermontessoricharter.org
Petaluma, CA
707-778-6414



River Crew

¡Únete a la diversión en River Crew antes y después de la escuela ya que presentamos algunas de las mejores fechas de juego en Petaluma! En el espíritu de Montessori, a los niños se les da la opción de realizar actividades dentro de un ambiente pacífico, alegre e inspirador. En un momento dado encontrará a un niño individual o un pequeño grupo de amigos jugando, cocinando, jugando afuera, realizando experimentos científicos o simplemente disfrutando de una buena lectura.



**Proporcionar una educación
Montessori gratuita y pública
desde el 2009**



River Montessori Charter School

Tenemos inscripciones abiertas y tenemos grados de Transición a Kinder a 6to Grado.

Reunión para Futuros Padres Montessori

Octubre 23, 2018

Enero 17, 2019

Febrero 7, 2019*

Marzo 5, 2019

Venga y descubre por que RMCS es lo mejor para su lugar
Llame a la oficina para reservar su lugar, el
espacio es limitado.

*Padres de Familia solamente. El espacio es limitado.

Las inscripciones ya están abiertas,
ultimo día para entregar las aplicacion es el 6 de Abril, 2018

La loteria es el proceso de admission lo cual se llevará acabo el día 10 de Abril 2018

OPEN HOUSE — TODOS SON BIENVENIDOS

Febrero, 27 de Febrero, 2019

6:00-7:30 p.m.

Venga a conocer a los maestros y explore los salones con sus niños!

3880 Cypress Drive, Suite B

Petaluma, CA 94954

Phone: 707-778-6414



River Montessori Charter School

Serving Transitional Kindergarten-6th grade.

Prospective Parent Meetings

October 23, 2018

January 17, 2019

February 7, 2019*

March 5, 2019

Come find out why RMCS is right for your child

R.S.V.P as space is limited .

Call now to reserve your spot!

Application Deadline: April 6, 2018 at 4:30pm

Public Lottery: April 11, 2017 at 6pm

OPEN HOUSE — All are Welcome!

Come meet our teachers and explore the classrooms with your children!!

Wednesday February 27, 2019 from 6pm-730pm

3880 Cypress Drive, Suite B

Petaluma, CA 94954

Phone: 707-778-6414



River Montessori Charter School

Tenemos inscripciones abiertas y tenemos grados de Transición a Kinder a 6to Grado.

Reunión para Futuros Padres Montessori

Octubre 23, 2018

Enero 17, 2019

Febrero 7, 2019*

Marzo 5, 2019

Venga y descubre por que RMCS es lo mejor para su lugar
Llame a la oficina para reservar su lugar, el
espacio es limitado.

*Padres de Familia solamente. El espacio es limitado.

Las inscripciones ya están abiertas,
ultimo día para entregar las aplicacion es el 6 de Abril, 2018

La loteria es el proceso de admission lo cual se llevará acabo el día 10 de Abril 2018

OPEN HOUSE — TODOS SON BIENVENIDOS

Febrero, 27 de Febrero, 2019

6:00-7:30 p.m.

Venga a conocer a los maestros y explore los salones con sus niños!

3880 Cypress Drive, Suite B

Petaluma, CA 94954

Phone: 707-778-6414



River Montessori Charter School

Serving Transitional Kindergarten-6th grade.

Prospective Parent Meetings

October 23, 2018

January 17, 2019

February 7, 2019*

March 5, 2019

Come find out why RMCS is right for your child

R.S.V.P as space is limited .

Call now to reserve your spot!

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OPEN HOUSE — All are Welcome!

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Petaluma, CA 94954

Phone: 707-778-6414



Recruitment and Outreach Plan

Authorized by the Old Adobe Union School District and the State of California, River Montessori Charter School (RMCS) is committed to providing authentic Montessori education, and is open to all public school students in the State.

River Montessori Charter School is committed to growing its enrollment until it becomes full, with three full multiage learning levels and 190 students. Moreover, it is committed to creating a student body that fully reflects the full range of diversity found in the broader school-aged community in River Montessori Charter School, Old Adobe and neighboring communities. RMCS believes that creating a diverse community of learners is critical to a basic 21st Century education.

To this end, RMCS actively seeks students from all areas within the tri-county region, including reaching English Learners and students who are eligible for Free and Reduced Price Meals. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide our approach and ensure that all students have equal access to learning.

RMCS plans to enroll EL and low-income as part of ongoing outreach to attract students in these traditionally underserved groups.

Outreach and recruitment must be primarily based on school families who are happy both with the education their children are receiving and also with their own relationship with the overall school community. Our most effective recruitment efforts are the stories that our parents tell other parents about their family's school experience.

RMCS has established relationships with pre-schools and day care centers in the region, especially those that serve lower income populations, and provide them with promotional materials and presentations in both English and Spanish.

Outreach will include the following media:

Online media and experiences for interested parents

- RMCS will continue to update and maintain a website with important pages available in Spanish.
- RMCS has a Facebook page in order to maintain a social media presence and will use Facebook boosting and targeting capabilities to reach our target audiences.
- RMCS has a short video that is used as for presentations and meetings to display school highlights
- RMCS holds regular Hispanic family gatherings and has parent volunteer ambassadors who reach out to the larger Hispanic community for recruitment and are available for outreach events which are also available on our website.

Print based media

- All RMCS informational flyers and enrollment information are bilingual, with targeted placements, to encourage enrollment and offer information about upcoming events.
- RMCS has created and distributes a bilingual brochure to educate families about RMCS offerings.

Community Outreach

- RMCS will identify and attend relevant local meetings and events in order to present and/or distribute materials.

Meetings and Orientations

- RMCS will hold prospective parent meetings for interested and potential parents throughout the year and will advertise these sessions at pre-schools and through Facebook, and on the RMCS website. RMCS will also conduct guided small group tours of the school and classrooms schools for interested parents.

FIRST LEASE AMENDMENT

This FIRST LEASE AMENDMENT (this "Amendment") is dated as of July 28, 2010 by and between LBA REALTY FUND II – WBP III, LLC, a Delaware limited liability company ("Landlord"), and RIVER MONTESSORI CHARTER SCHOOL, a California corporation ("Tenant"), with reference to the following facts:

A. Landlord and Tenant entered into that certain Lease dated as of July 15, 2009 (the "Lease") for the lease by Tenant of approximately 20,639 square feet of rentable space (the "Original Premises") in the building located at 3880 Cypress Drive, Petaluma, California, as such leased premises are more particularly described in the Lease. All capitalized terms referred to in this Amendment shall have the same meaning defined in the Lease, except where expressly defined to the contrary in this Amendment.

B. Landlord and Tenant desire to amend the Lease for Tenant to move from the Original Premises and lease the other space in the Building, to extend the Term and to make certain other changes as hereinafter provided.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants hereinafter contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Lease of New Premises and Relocation Date. As of August 10, 2010 (the "Relocation Date"), Landlord leases to Tenant and Tenant leases from Landlord approximately 18,500 square feet of rentable space located in the Building, as such leased premises is outlined in Exhibit A attached hereto (the "New Premises"). The New Premises includes a small portion of the Original Premises. Prior to the Relocation Date, Tenant shall continue to lease the Original Premises pursuant to the Lease, as amended by this Amendment. As of the Relocation Date, the term "Premises" when used in the Lease shall mean the New Premises.

1.1 Measurement of New Premises. Tenant acknowledges and agrees that the foregoing square footage figure for the New Premises is only an estimate and is subject to adjustment based on the measurement of the rentable square footage of the New Premises as herein after provided. Landlord shall cause the rentable square footage of the New Premises to be measured after the demising walls for the New Premises have been installed by Tenant as part of the New Tenant Improvements (hereinafter defined). If such measurement indicates a rentable square footage for the New Premises that is less than or more than 18,500 rentable square feet, the Monthly Base Rent in Section 3 of this Amendment, Tenant's Percentage in Section 4 of this Amendment, Tenant's parking provided in Section 5 of this Amendment, and other charges based on the size of the New Premises will be adjusted to reflect such corrected rentable square footage amount. The rentable square footage of the New Premises shall be based on the aggregate of the number of square feet of space on all floor and mezzanine levels, measured from the center line of party walls between tenant areas and the exterior face of all other walls, and includes any atriums, depressed loading docks, covered entrances or egresses, and covered loading areas. No deduction or exclusion shall be made by reason of columns, stairs, elevators, escalators, or other interior construction or equipment. If requested by Landlord, Tenant shall execute within five (5) days after request by Landlord an amendment to the Lease, as amended hereby, to reflect such rentable square footage in the New Premises. =19,090

1.2 Surrender of Original Premises. By the Relocation Date, Tenant shall (i) vacate and surrender the Original Premises (except for the small portion that is part of the New Premises) with all repairs and maintenance and other work that would be required for surrender of the space at the expiration of the term of the Lease completed in a good and workmanlike manner and otherwise in the condition required under Lease, and (ii) lease and occupy the New Premises pursuant to the Lease, as amended by this Amendment. Tenant covenants and agrees to execute any acknowledgement or supplement to this

Amendment in a form prepared by and when requested by Landlord to further evidence Tenant's move to the New Premises. However, the failure of Landlord to request such acknowledgement or supplement or the failure of Tenant to execute such document shall not delay or extend the Relocation Date or change the obligations of the parties under the Lease, as amended by this Amendment. If Tenant fails to execute such acknowledgement or supplement within five (5) days after request by Landlord, then the information in any such acknowledgement or supplement prepared by Landlord shall be deemed correct and binding on the parties. If Tenant fails to vacate and surrender possession of the Original Premises (except for the small portion that is part of the New Premises) to Landlord by the Relocation Date, then in addition to all other rights and remedies available, Tenant shall pay Monthly Base Rent and all Additional Rent for the Original Premises and the New Premises, except that the Monthly Base Rent for the Original Premises shall be in the applicable amount provided in the Lease.

1.3 Relocation of Lunch and Playground. Tenant shall remove the fence and gate and other improvements installed by Tenant in the outside lunch area and playground area in the parking lot by the Original Premises (collectively, the "Exterior Improvements") to another location adjacent to the perimeter of the New Premises that is approved in writing by Landlord, which approval shall not be unreasonably withheld. In connection with such work, Tenant shall restore the affected area where the Exterior Improvements are currently located and repair any damage, including without limitation repairs to the pavement and providing stripes for parking spaces. Tenant shall not be required to complete such work until the earlier of (i) thirty (30) days after written notice from Landlord that it has leased other space in the Building to another party, or (ii) the expiration or sooner termination of the Term of the Lease, as amended. The cost of such work shall be paid by Tenant.

1.4 Condition and New Tenant Improvements. Tenant agrees to accept possession of the New Premises in AS IS condition, subject to all latent and patent defects and without the construction of any improvements or the grant of any allowances by Landlord. Tenant shall be responsible to construct the New Tenant Improvements as provided in this Amendment. At its expense, Tenant shall be responsible for removing and disposing of all desks, furniture and any office cubicle partitions in the New Premises.

1.5 Early Access. So long as Tenant and its contractors and employees have provided certificates of insurance required by Landlord under the Lease as amended by this Amendment for coverage for the New Premises and Tenant is not in default of the Lease, as amended by this Amendment, Landlord shall use reasonable efforts to give Tenant and its designated representatives early access to the New Premises prior to the Relocation Date prior to the (the "Early Access Period") for purposes of installing the New Tenant Improvements and Tenant's furniture, fixtures, and equipment ("Tenant's Work"). Tenant's Work shall be performed by Tenant at Tenant's sole cost and expense. Tenant's access of the New Premises during the Early Access Period shall be subject to all terms and conditions of the Lease, as amended by this Amendment. Tenant agrees to request in writing when it would desire early access during the Early Access Period and any such early access shall be subject to Landlord's reasonable approval.

1.6 Failure to Take Possession. Tenant's inability or failure to take possession of the New Premises when delivery is tendered by Landlord shall not delay the Relocation Date or relieve Tenant of the obligations under the Lease, as amended by this Amendment. Tenant acknowledges that Landlord shall incur significant expenses upon the execution of this Amendment, even if Tenant never takes possession of the New Premises, including, without limitation, legal or other professional fees. Tenant acknowledges that all of said expenses, in addition to all other expenses incurred and damages suffered by Landlord, shall be included in measuring Landlord's damages should Tenant fail to take possession as provided above.

2. Extension. The current Term of the Lease is scheduled to expire on June 30, 2012. The Term of the Lease is hereby extended for twenty-four (24) months commencing on July 1, 2012 and expiring June 30, 2014 (the "New Expiration Date"), upon the same terms and conditions set forth in the Lease, except as provided in this Amendment. Any work performed or allowances or concessions provided by Landlord in connection with the commencement of the initial Term or lease of the Original Premises under the Lease, including without limitation, any free rent, shall not apply to the extension under this Amendment.

Tenant acknowledges and agrees that it does not have any further or other right or option to extend the Term beyond the New Expiration Date, except for its option to extend as provided in Rider 1 to the Lease, as amended by this Amendment.

3. **Base Rent.** Section 1.8 of the Lease is amended to provide that as of July 1, 2010 and continuing through the remainder of the Term of the Lease, as amended by this Amendment, the Monthly Base Rent payable by Tenant shall be in the following applicable amounts, subject to adjustment as provided in Section 1.1 of this Amendment. Tenant shall pay such Monthly Base Rent in advance on the first day of each month as provided in the Lease for the payment of Monthly Base Rent, subject to the Base Rent Abatement described below.

Time Period	Monthly Base Rent (subject to adjustment as provided in Section 1.1 for measurement of the New Premises)	Monthly Base Rent Per Square Foot
7/1/2010 – 12/31/2010	\$10,175.00 (subject to the Base Rent Abatement provided below)	\$0.55 (subject to the Base Rent Abatement provided below)
1/1/2011 – 6/30/2011	\$10,175.00	\$0.55
7/1/2011 – 6/30/2012	\$12,025.00	\$0.65
7/1/2012 – 6/30/2014	\$13,875.00	\$0.75

Except as provided in this paragraph, Landlord agrees not to demand or collect and Tenant shall have no obligation to pay Monthly Base Rent for the months of July through December of 2010 (the “New Abatement Period” and the Monthly Base Rent abated collectively shall be referred to as the “Base Rent Abatement.” Tenant shall be required to pay Tenant’s Percentage of Operating Expenses and other Additional Rent and charges under the Lease, as amended by this Amendment, during the New Abatement Period and throughout the remainder of the Term, as extended. Notwithstanding anything in this paragraph to the contrary, if Tenant defaults under the Lease, as amended by this Amendment, after notice and the expiration of the applicable cure period, then (a) Tenant shall immediately pay to Landlord upon demand a sum equal to the total amount of Base Rent Abatement which has been used by Tenant as of the date of the occurrence of such default, and (b) all of the Base Rent Abatement which has not been used by Tenant as of the date of the occurrence of such default shall thereby automatically terminate and become null and void, and Tenant shall thereafter pay all Monthly Base Rent when due under the Lease, as amended by this Amendment, without the Base Rent Abatement.

4. **Tenant’s Percentage.** As of the Relocation Date, Section 1.16 of the Lease is amended to provide that Tenant Percentage shall be 51.69% based on the ratio that the rentable square footage of the New Premises bears to the rentable square footage in the Building. The foregoing percentage for Tenant’s Percentage is based on the rentable square footage of the New Premises being 18,500 square feet; however, Tenant’s Percentage is subject to adjustment when the rentable square footage of the New Premises is measured as provided in Section 1.1 above. Notwithstanding the foregoing, if Tenant fails to vacate the surrender possession of the Original Premises by the Relocation Date, Tenant shall also pay all Additional Rent for the Original Premises and the New Premises.

5. **Parking.** As of the Relocation Date, Section 1.11 of the Lease is amended to provide that Tenant shall have seventy-two (72) unreserved parking spaces, not eighty (80) parking spaces, subject to the terms of the Lease, as amended by this Amendment, and less the number of parking spaces lost and/or used in connection with the relocation of the lunch and playground area as provided in Section 1.3 of this Amendment. The seventy-two parking spaces noted above is subject to adjustment when rentable square footage of the New Premises is measured as provided in Section 1.1 above so that the parking spaces shall be 3.88 per 1,000 square feet of rentable space in the New Premises, less the number of parking spaces lost and/or used in connection with the relocation of the lunch and playground area as provided in Section 1.3 of this

Amendment.

6. Option to Extend. Rider No. 1 to the Lease is amended to provide that Tenant's one time option to extend the Term, as amended by this Amendment, shall be for five (5) years and that the term "Option Term" shall mean five (5) years. The Monthly Base Rent to be established during the Option Term under Rider No. 1 and Rider No. 2 to the Lease shall include three percent (3%) annual increases in the Monthly Base Rent each year during the Option Term, as amended by this Amendment.

7. New Tenant Improvements. Tenant shall be solely responsible for the construction of the New Tenant Improvements (hereinafter defined) at Tenant's sole cost and expense. The "New Tenant Improvements" mean (i) the improvements and alterations permanently affixed to the New Premises, (ii) all demising walls and work to separate the New Premises from the remainder of the space in the Building, (iii) all other improvements and work required at the Property to be done by the local governmental authority in connection therewith, and (iv) patch and/or replace carpet in affected areas of the Original Premises that will not be part of the New Premises to match the existing carpet, all in accordance with Plans (hereinafter defined) approved by Landlord. The New Tenant Improvements shall be constructed by Tenant in accordance with the Plans, by a contractor reasonably approved by Landlord, in a good and workmanlike manner, free and clear of all liens and security interests of any kind, and otherwise in accordance with the terms of the Lease for the construction of alterations.

7.1 Plans. To the extent required to obtain all building permits or to otherwise depict and describe the scope of the New Tenant Improvements, Tenant shall prepare plans and specifications for the New Tenant Improvements, which shall be subject to approval by Landlord and shall be in compliance with all applicable Laws. Tenant shall be solely responsible to ensure that the Plans comply with all applicable Laws. The plans and specifications approved in writing by the parties shall be referred to as the "Plans." After approval of the Plans, any changes in the Plans shall require the prior written consent of Landlord, which will not be unreasonably withheld. Acceptance or approval of any plan, drawing or specification, including, without limitation, the Plans, by Landlord shall not constitute the assumption of any responsibility by Landlord for the accuracy or sufficiency of such plans and material, and Tenant shall be solely responsible therefor. Tenant agrees and understands that the review of all plans pursuant to this Amendment by Landlord is to protect the interests of Landlord in the Property.

7.2 Pre-construction Submittals to Landlord. A minimum of ten (10) days prior to the commencement of construction, Tenant shall submit the following items to Landlord: (1) a statement setting forth the proposed commencement date and the estimated completion dates of the work; (2) certificate of commercial general liability and other insurance for Tenant's contractor and all subcontractors as reasonably required by Landlord (with the commercial general liability insurance naming Landlord as an additional insured); (3) copies of all building permits, and all other permits and approvals required by governmental agencies to construct the New Tenant Improvements; and (4) an statement of the anticipated construction costs for such work.

7.3 Payment of Costs. Tenant shall pay for all costs and expenses for the New Tenant Improvements, including without limitation all costs and expenses for any other improvements or work at the Property that may be required to comply with all applicable Laws, including without limitation, the ADA, or as a condition for Tenant to obtain permits to construct the New Tenant Improvements and/or operate its school in the New Premises. Landlord shall not be responsible for such costs and expenses. Within ten (10) days after completion of the New Tenant Improvements Tenant shall deliver to Landlord the following: (i) copies of all applicable building permits reflecting final sign-off by the local governmental authority, (ii) copies of all paid invoices for the costs of the New Tenant Improvements, (iii) a copy of the as-built Plans for the New Tenant Improvements to the extent necessary given the scope and type of New Tenant Improvements, and (iv) unconditional lien waivers from the general contractor and all subcontractors and suppliers.

7.5 Construction Inconvenience. Tenant acknowledges and accepts the various

inconveniences that may be associated with the use of the New Premises and Common Areas during the construction of the New Tenant Improvements, such as construction obstacles, noise and debris, the passage of work crews, uneven air conditioning service and other typical conditions incident to the construction of New Tenant Improvements. Tenant agrees that such inconveniences and annoyances shall not give Tenant any rights against Landlord pursuant to the Lease or this Amendment. During the construction of the New Tenant Improvements, Tenant shall continue to pay Rent and all other charges and sums required under the Lease, as amended by this Amendment.

7.6 Compliance Work. To the extent any work or improvements are required to be made to the Building or Property, including without limitation the Common Areas, for Tenant to construct the New Tenant Improvement or to operate its school at the Property, Tenant shall be solely responsible for such work and all costs to complete such work, including, without limitation, all ADA work or improvements.

8. Right of First Offer. From and after the Relocation Date, Tenant shall have a one time right of first offer to lease the Original Premises as provided in Exhibit B to this Amendment.

9. General Provisions.

9.1 Confirmation. Tenant acknowledges and agrees that: (a) Tenant is in sole possession of the Original Premises demised under the Lease; (b) all work, improvements and furnishings required by Landlord under the Lease have been completed and accepted by Tenant; and (c) it has no offset, claim, recoupment or defense against the payment of Rent and other sums and the performance of all obligations of Tenant under the Lease.

9.2 Miscellaneous. The foregoing recitals to this Amendment are incorporated herein by this reference. Tenant covenants and agrees to perform all the obligations of Tenant under the Lease, as amended by this Amendment. This Amendment shall be binding upon and inure to the benefit of the parties hereto and their successors and assigns. As amended hereby, the Lease shall remain in full force and effect. In case of any conflict between any term or provision of this Amendment and the Lease, the term or provision of this Amendment shall govern.

9.3 Counterparts. This Amendment may be executed in one or more counterparts, each of which shall be deemed an original, but all of which when taken together shall constitute one agreement. Any facsimile or other electronic signature shall constitute a valid and binding method for executing this Amendment. Executed counterparts of this Amendment exchanged by facsimile transmission or other electronic means shall be fully enforceable.

9.4 Effectiveness. The parties agree that the submission of a draft or copy of this Amendment for review or signature by a party is not intended, nor shall it constitute or be deemed, by either party to be an offer to enter into a legally binding agreement with respect to the subject matter hereof and may not be relied on for any legal or equitable rights or obligations. Any draft or document submitted by Landlord or its agents to Tenant shall not constitute a reservation of or option or offer in favor of Tenant. The parties shall be legally bound with respect to the subject matter hereof pursuant to the terms of this Amendment only if, as and when all the parties have executed and delivered this Amendment to each other. Prior to the complete execution and delivery of this Amendment by all parties, each party shall be free to negotiate the form and terms of this Amendment in a manner acceptable to each party in its sole and absolute discretion. The parties acknowledge and agree that the execution and delivery by one party prior to the execution and delivery of this Amendment by the other party shall be of no force and effect and shall in no way prejudice the party so executing this Amendment or the party that has not executed this Amendment.

9.5 Real Estate Brokers. Tenant represents and warrants to Landlord that it has not authorized or employed, or acted by implication to authorize or employ, any real estate broker or salesman to act for it in connection with this Amendment, except Cassidy Turley BT Commercial Real Estate. Tenant agrees to indemnify, defend and hold harmless Landlord from and against any and all claims by any real

estate broker or salesman whom the Tenant authorized or employed, or acted by implication to authorize or employ, to act for Tenant in connection with this Amendment, except Cassidy Turley BT Commercial Real Estate.

9.6 Authority. Each party represents and warrants to the other that it is duly authorized to enter into this Amendment and perform its obligations without the consent or approval of any other party and that the person signing on its behalf is duly authorized to sign on behalf of such party.

[the balance of this page has been intentionally left blank; signature page follows]

IN WITNESS WHEREOF, this Amendment has been executed as of the date first set forth above.

LANDLORD:

~~LBA REALTY FUND III - WBP III, LLC,
a Delaware limited liability company~~

By: _____

Name: _____

Title: _____

See Attached

TENANT:

RIVER MONTESSORI CHARTER SCHOOL,
a California corporation

By: *Christina Isetta*

Name: *Christina Isetta*

Title: *President*

For LBA Office Use Only: Prepared & Reviewed by:

JMB

LANDLORD:

LBA REALTY FUND II-WBP II, LLC
a Delaware limited liability company

By: _____

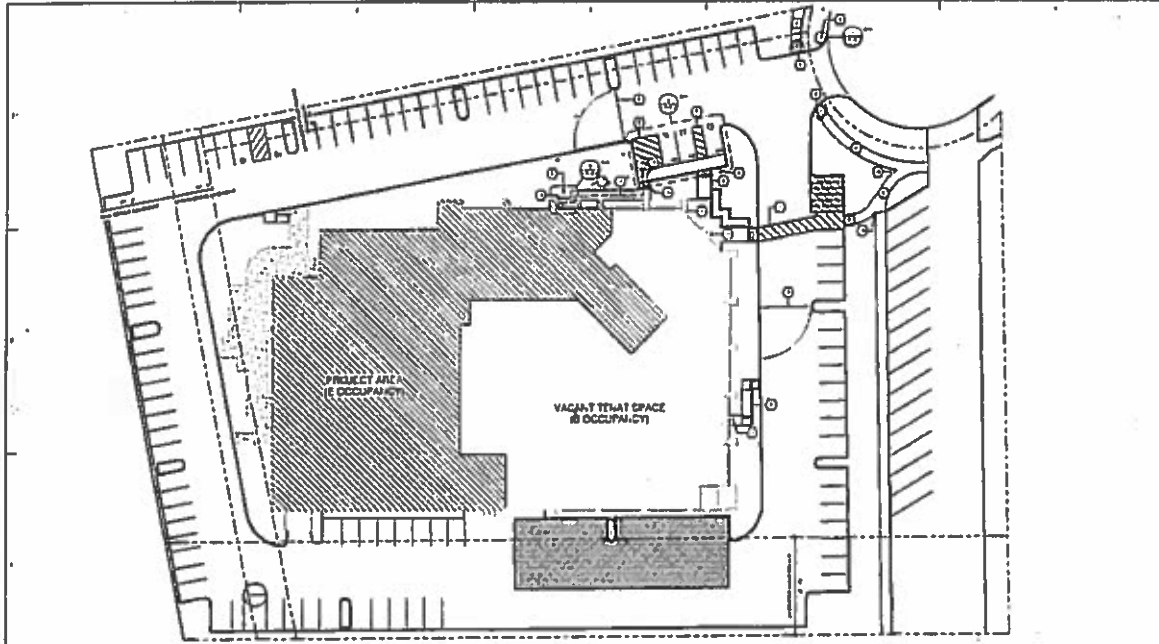
Name: _____


Brad Neglia

Its: _____

Senior Vice President

EXHIBIT A - OUTLINE OF THE NEW PREMISES
(the diagonally hatched area)



City of San Francisco
Department of Public Works
Engineering Division
1001 Market Street, Room 300
San Francisco, CA 94102
Tel: 415-355-3333
Fax: 415-355-3334
www.sfdph.org/dph/epi

PROJECT AREA (E OCCUPANCY)
VACANT TENANT SPACE (B OCCUPANCY)

EXHIBIT B

TENANT'S RIGHT OF FIRST OFFER TO LEASE

This Exhibit B forms a part of that certain First Lease Amendment (the "Amendment") to the certain Lease (as defined in the Amendment) by and between RIVER MONTESSORI CHARTER SCHOOL, as Tenant, and LBA REALTY FUND III – WBP III, LLC, a Delaware limited liability company, as Landlord, to which this Exhibit is attached. All capitalized terms referred to in this Exhibit shall have the same meaning provided in the Lease or the Amendment, except where expressly provided to the contrary in this Exhibit.

1. Tenant's Right of First Offer to Lease. Subject to the terms of this Exhibit and "Options In General" as defined in Section 31.23 of the Lease, as amended by the Amendment, Tenant shall have a one time right to lease ("Tenant's Right to Lease") the remaining space in the Building (i.e., the space in the Building exclusive of the New Premises) (for purposes of this Exhibit, such space shall be referred to as the "First Offer Space") to the extent space becomes available for lease to third parties now or after the expiration of any lease for such space, including the expiration of all renewal or extension options, and after any tenant or occupant vacates any space.

2. Tenant's Right to Lease is subject and subordinate to the rights of all other tenants of the Property at the time with expansion or lease rights relative to any First Offer Space. For purposes hereof, the First Offer Space shall be deemed to become "available" if at the time Landlord receives Tenant's Request (defined below), such space is vacant and all or any part of the First Offer Space is not leased to any tenant or, if such space is leased to a tenant, Landlord determines that the existing tenant of such First Offer Space will not extend or renew the term of its lease, or enter into a new lease for the subject First Offer Space and Landlord intends to offer the subject Offer Space for lease to the public.

3. Promptly following written request ("Tenant Request") by Tenant (which may not be given more than twice in any twelve (12) consecutive month period), Landlord will give Tenant written notice of the availability of any First Offer Space and the date the existing tenant or occupant, if any, is expected to vacate such space ("Landlord's Availability Notice"). Tenant Request must be for all of the First Offer Space. Within five (5) days following delivery of Landlord's Availability Notice, Tenant will have the right to request from Landlord in writing a written statement setting forth the basic economic terms, including, but not limited to, Landlord's determination of the Monthly Base Rent, tenant improvement allowance, if any, and all other economic terms and conditions (collectively, the "Economic Terms"), upon which Landlord is willing to lease the First Offer Space to Tenant. No court, arbitrator, mediator, appraiser or other third party shall have the right to determine the terms and conditions for any lease terms.

(a) Within ten (10) days after receipt of the Economic Terms from Landlord, Tenant must give Landlord written notice pursuant to which Tenant shall elect to either: (i) lease such First Offer Space upon such Economic Terms and the same non-Economic Terms as set forth in the Lease with respect to the Premises; (ii) refuse to lease such First Offer Space, in which event Landlord may at any time thereafter lease such First Offer Space to any party upon any terms Landlord deems appropriate; or (iii) refuse to lease the First Offer Space, specifying that such refusal is based upon the Economic Terms, in which event Tenant will also specify revised Economic Terms upon which Tenant is willing to lease such First Offer Space. Tenant's failure to timely choose clause (i), clause (ii) or clause (iii) above will be deemed to be Tenant's choice of clause (ii) above.

(b) If Tenant gives Landlord notice pursuant to clause (a)(iii) above, Landlord may elect, within five (5) days following receipt of such notice from Tenant, either to: (i) lease such First Offer Space to Tenant upon such revised Economic Terms proposed by Tenant, and the same other non-Economic Terms as set forth in this Lease; or (ii) lease the First Offer Space at any time thereafter to any third party

whatsoever, on whatever terms and conditions Landlord may desire, notwithstanding the terms and conditions contained in Landlord's Availability Notice. Landlord's failure to timely choose either clause (i) or clause (ii) above will be deemed to be Landlord's choice of clause (ii) above.

(c) If Tenant chooses (or is deemed to have chosen) clause (a)(ii) above, or if Landlord chooses (or is deemed to have chosen) clause (b)(ii) above, Tenant's Right to Lease any First Offer Space shall be null and void and of no further force or effect. If Tenant exercises its Right to Lease as provided herein, the parties will promptly thereafter execute an amendment to this Lease to include the First Offer Space in the Premises and to document the lease terms thereof.

4. The rights of Tenant hereunder with respect to a particular First Offer Space shall terminate on the earlier to occur of: (i) June 30, 2012; (ii) Tenant's failure to exercise its Tenant's Rights to Lease within the time period set forth above; and (iii) the date Landlord would have provided Tenant a Landlord's Availability Notice if Tenant had not been in breach of one or more of the conditions set forth in the Lease, as amended by the Amendment or this Exhibit B.

**MULTI-TENANT
COMMERCIAL/INDUSTRIAL LEASE (NNN)**

**3880 Cypress Drive
Petaluma, California**

LANDLORD:

**LBA REALTY FUND II-WBP III, LLC,
a Delaware limited liability company**

TENANT:

**RIVER MONTESSORI CHARTER SCHOOL,
a California corporation**

beginning of the Term shall not entitled Tenant to any additional lower Monthly Base Rent. If the Commencement Date is other than the first day of a calendar month, the Initial Period shall be one hundred eighty (180) days from and including the Commencement Date and the Monthly Base Rent for the remainder of the sixth full calendar month of the Term shall be at \$11,351.00 prorated on a daily basis.

1.9 Security Deposit: \$10,111.00.

1.10 Permitted Use: public elementary school, subject to the provisions set forth in this Lease and as permitted by law.

1.11 Parking: Eighty (80) unreserved parking spaces, subject to the terms of Article 11 of the Standard Lease Provisions, less the number of existing parking spaces lost and/or use in connection with any of the Tenant Improvements or future alterations constructed by or on behalf of Tenant.

1.12 Brokers: NAI BT Commercial representing Landlord and Tenant.

1.13 Interest Rate: The lesser of: (a) Eight percent (8%) or (b) the maximum rate permitted by law in the State where the Property is located.

1.14 Insurance Amounts:

a. Commercial General Liability Insurance: General aggregate liability of not less than Two Million Dollars (\$2,000,000.00).

b. Commercial Automobile Liability Insurance: Limit of liability of not less than One Million Dollars (\$1,000,000.00) per accident.

c. Worker's Compensation and Employers Liability Insurance: With limits as mandated pursuant to the laws in the State in which the Property is located, or One Million Dollars (\$1,000,000.00) per person and accident, whichever is greater.

d. Umbrella Liability Insurance: Limits of not less than Three Million Dollars (\$3,000,000.00) per occurrence.

e. If Tenant's business includes professional services, Professional Liability (also known as errors and omissions insurance): Not less than the minimum limits required by law for Tenant's profession, and in any event, not less than One Million Dollars (\$1,000,000.00) per occurrence.

1.15 Tenant Improvements: The improvements previously installed in the Premises, if any, and the tenant improvements to be installed in the Premises by Tenant as described in the Work Letter Agreement attached hereto as Exhibit C (the "Work Letter").

1.16 Tenant's Percentage: 16.76% for the Initial Period (as defined in Section 1.8 above) and ~~55.66%~~ ^{57.66%} for the remainder of the Term. Tenant's Percentage for the Initial Period is based on the ratio that 6,000 square feet of rentable space in the Premises bears to the total rentable square footage of the Building. Thereafter, Tenant's Percentage is based on the ratio that the rentable square footage of the entire Premises bears to the rentable square footage of the Building. K.M.

1.17 Common Areas; Definitions; Tenant's Rights. During the Term, Tenant shall have the non-exclusive right to use, in common with other tenants in the Property, and subject to the Rules and Regulations referred to in Article 9 of the Standard Lease Provisions, those portions of the Property (the "Common Areas") not leased or designated for lease to tenants that are provided for use in common by Landlord, Tenant and any other tenants of the Property (or by the sublessees, agents, employees, customers invitees, guests or licensees of any such party), whether or not those areas are open to the general public. The Common Areas shall include, without limitation, all areas of the Building outside of the Premises and outside of any premises leased or designated for lease to tenants, the common entrances, lobbies, common restrooms, accessways, loading docks, ramps, drives and platforms and any passageways and serviceways thereto to the extent not exclusively serving another tenant or contained within another tenant's premises, and the common pipes, conduits, wires and appurtenant equipment serving the Premises, the parking areas (subject to Article 11 of the Standard Lease Provisions), loading and unloading areas, trash areas, roadways, sidewalks, walkways, parkways, driveways and landscaped areas appurtenant to the Building, fixtures, systems, decor, facilities and landscaping contained, maintained or used in connection with those areas, and shall be deemed to include any city sidewalks adjacent to the Property, any pedestrian walkway system, park or other facilities located on the Site and open to the general public.

1.18 Operating Expenses.

a. Triple Net Lease. Except as otherwise provided herein, all Rent (as that term is defined under Section 5.2 of the Standard Lease Provisions) shall be absolutely net to Landlord so that this Lease shall yield net to Landlord the Rent to be paid each month during the Term of this Lease. Accordingly, and except as otherwise provided in this Lease, all costs, expenses and obligations of every kind or nature whatsoever relating to the Premises which may arise or become due during the Term of this Lease including, without limitation, all costs and expenses of maintenance and repairs, insurance and taxes, shall be paid by Tenant. Nothing herein contained shall be deemed to require Tenant to pay or discharge any liens or mortgages of any character whatsoever which may exist or hereafter be placed upon the Premises by an affirmative act or omission of Landlord.

b. **Operating Expenses.** In addition to the Monthly Base Rent, Tenant shall pay to Landlord Tenant's Percentage of Operating Expenses, in the manner and at the times set forth in the following provisions of this Section 1.18, subject to the limitation on increases in Controllable Expenses as hereinafter provided in Section 1.18(d). "Operating Expenses" shall consist of all costs and expenses of operation, maintenance and repair of the Site, the Property, the Building and Common Areas as determined by standard accounting practices and calculated assuming the Building is at least ninety-five percent (95%) occupied. Operating Expenses include the following costs by way of illustration but not limitation: (i) any and all assessments imposed with respect to the Building, Common Areas, and/or Site pursuant to any covenants, conditions and restrictions affecting the Property; (ii) costs, levies or assessments resulting from statutes or regulations promulgated by any government authority in connection with the use or occupancy of the Site, Building or the Premises; (iii) all costs of utilities serving the Common Areas and any costs of utilities for the Premises which are not separately metered, (iv) all Taxes and Insurance Costs as defined in the Standard Lease Provisions, (v) waste disposal; (vi) security, if any; (vii) costs incurred in the management of the Site, Building and Common Areas, including, without limitation: (1) supplies, materials, equipment and tools, (2) wages, salaries, benefits, pension payments, fringe benefits, (and payroll taxes, insurance and similar governmental charges related thereto) of employees used in the operation and maintenance of the Site, Building and Common Areas, (3) the rental of personal property used by Landlord's personnel in the maintenance, repair and operation of the Property, (4) omitted, (5) accounting fees, legal fees and real estate consultant's fees, and (6) a management/administrative fee; (viii) repair and maintenance of the elevators, if any, and the structural portions of the Building, including the plumbing, heating, ventilating, air-conditioning and electrical systems installed or furnished by Landlord; (ix) maintenance, costs and upkeep of all parking and Common Areas; (x) amortization on a straight-line basis over the useful life together with interest at the Interest Rate (as defined in Section 1.13 of the Lease Summary) on the unamortized balance of all costs of a capital nature (including, without limitation, capital improvements, capital replacements, capital repairs, capital equipment and capital tools); (1) reasonably intended to produce a reduction in operating charges or energy consumption; or (2) required after the date of this Lease under any Law that was not applicable to the Building at the time it was originally constructed; or (3) for repair or replacement of any equipment or improvements needed to operate and/or maintain the Building, the Common Areas and/or the Site at the same quality levels as prior to the repair or replacement; (xi) costs and expenses of gardening and landscaping; (xii) maintenance of signs (other than signs of tenants of the Site); (xiii) personal property taxes levied on or attributable to personal property used in connection with the Building, the Common Areas and/or the Site; and (xiv) costs and expenses of repairs, resurfacing, repairing, maintenance, painting, lighting and similar items, including appropriate reserves. Landlord shall have the right, from time to time, to equitably allocate some or all of the Operating Expenses among different tenants and/or different buildings and/or different premises of the Property based upon differing levels of use, demand, risk or other distinctions among such parties, premises or Buildings (the "Cost Pools"). Such Cost Pools may include, for example, all office space tenants or industrial/R&D space tenants in the Property and may be modified to take into account the addition of any additional buildings within the Property. Accordingly, in the event of such allocations into Cost Pools, Tenant's Percentage shall be appropriately adjusted to reflect such allocation. In addition, if Landlord does not furnish a particular service or work (the cost of which, if furnished by Landlord would be included in Operating Expenses) to a tenant (other than Tenant) that has undertaken to perform such service or work in lieu of receiving it from Landlord, then Operating Expenses, Insurance Costs, costs of utilities and/or Taxes, as applicable, shall be considered to be increased by an amount equal to the additional Operating Expenses, Insurance Costs, costs of utilities and/or Taxes that Landlord would reasonably have incurred had Landlord furnished such service or work to that tenant.

c. **Exclusions from Operating Expenses.** Notwithstanding anything to the contrary contained elsewhere in this Section 1.18, the following items shall be excluded from Operating Expenses: (i) Costs of decorating, redecorating, or special cleaning or other services provided to certain tenants and not provided on a regular basis to all tenants of the Building; (ii) Any charge for depreciation of the Building or equipment and any interest or other financing charge; (iii) All costs relating to activities for the marketing, solicitation, negotiation and execution of leases of space in the Building, including without limitation, costs of tenant improvements; (iv) All costs for which Tenant or any other tenant in the Building is being charged other than pursuant to the operating expense clauses of leases for the Building; (v) The cost of correcting defects in the construction of the Building or in the building equipment, except that conditions (not occasioned by construction defects) resulting from ordinary wear and tear will not be deemed defects for the purpose of this category; (vi) To the extent Landlord is reimbursed by third parties, the cost of repair made by Landlord because of the total or partial destruction of the Building or the condemnation of a portion of the Building; (vii) The cost of any items for which Landlord is reimbursed by insurance or otherwise compensated by parties other than tenants of the Building pursuant to clauses similar to this paragraph; (viii) Any operating expense representing an amount paid to a related corporation, entity, or person which is in excess of the amount which would be paid in the absence of such relationship; (ix) The cost of any work or service performed for or facilities furnished to any tenant of the Building to a greater extent or in a manner more favorable to such tenant than that performed for or furnished to Tenant; (x) The cost of alterations of space in the Building leased to other tenants; (xi) Ground rent or similar payments to a ground lessor; (xii) Legal fees and related expenses incurred by Landlord (together with any damages awarded against Landlord) due to the gross negligence or willful misconduct of Landlord; (xiii) Costs arising from the presence of any Hazardous Materials within, upon or beneath the Property; (xiv) Salaries and compensation of ownership and management personnel to the extent that such persons provide services to properties other than the Building; and (xv) Costs of selling or financing the Building.

d. **Limitation on Increases in Controllable Expenses.** Notwithstanding the foregoing, the increase in Controllable Expenses (hereinafter defined) each Lease Year starting January 1, 2010 shall not exceed five percent (5%) per annum over the Controllable Expenses for the immediately preceding Lease Year, as such Controllable Expenses for each applicable Lease Year shall be grossed-up to equal what the Controllable Expenses would have been if the Building and Property were at least 100% leased and occupied for the entire Lease Year to take into consideration costs that fluctuate with occupancy. The term "Controllable Expenses" shall mean those certain Operating Expenses for parking lot sweeping, regular landscape maintenance, regular fire life safety alarm

inspection and other normal and customary services that are provided on a regular, recurring and predictable basis and fluctuate with occupancy and are within the reasonable control of Landlord, but excluding, without limitation, (i) the cost of utilities, (ii) costs for any capital improvements required after the Commencement Date under any governmental law or regulation now or hereafter in effect, (iii) costs due to the acts or omissions of Tenant, including, without limitation, any increase in Operating Expenses due to the operations of Tenant or Tenant Improvements and alterations made by the Tenant, (iv) Taxes and Insurance Costs, and (v) other Operating Expenses that are not provided on a regularly scheduled and predictable basis.

e. **Estimate Statement and Payment of Tenant's Percentage of Operating Expenses.** By the first day of April (or as soon as practicable thereafter) of each calendar year during the Term, Landlord shall endeavor to deliver to Tenant a statement ("Estimate Statement") estimating the Tenant's Percentage of Operating Expenses for the current calendar year. If at any time during the Term, but not more often than quarterly, Landlord reasonably determines that the estimated amount of Tenant's Percentage of Operating Expenses payable by Tenant for the current calendar year will be greater or less than the amount set forth in the then current Estimate Statement, Landlord may issue a revised Estimate Statement and Tenant agrees to pay Landlord, within thirty (30) days of receipt of the revised Estimate Statement, the difference between the amount owed by Tenant under such revised Estimate Statement and the amount owed by Tenant under the original Estimate Statement for the portion of the then current calendar year which has expired. Thereafter Tenant agrees to pay Tenant's Percentage of Operating Expenses based on such revised Estimate Statement until Tenant receives the next calendar year's Estimate Statement or a new revised Estimate Statement for the current calendar year. Tenant's Percentage of Operating Expenses shown on the Estimate Statement (or revised Estimate Statement, as applicable) shall be divided into twelve (12) equal monthly installments, and Tenant shall pay to Landlord, concurrently with the regular monthly Rent payment next due following the receipt of the Estimate Statement (or revised Estimate Statement, as applicable), an amount equal to one (1) monthly installment of such Tenant's Percentage of Operating Expenses multiplied by the number of months from January in the calendar year in which such statement is submitted to the month of such payment, both months inclusive (less any amounts previously paid by Tenant with respect to any previously delivered Estimate Statement or revised Estimate Statement for such calendar year). Subsequent installments shall be paid concurrently with the regular monthly Rent payments for the balance of the calendar year and shall continue until the next calendar year's Estimate Statement (or current calendar year's revised Estimate Statement) is received.

f. **Actual Statement.** By the first day of June (or as soon as practicable thereafter) of each subsequent calendar year during the Term after the Base Year, Landlord shall endeavor to deliver to Tenant a statement ("Actual Statement") which states the Tenant's Percentage of actual Operating Expenses payable by Tenant for the immediately preceding calendar year. If the Actual Statement reveals that the Tenant's Percentage of actual Operating Expenses were more than the Tenant's Percentage of estimated Operating Expenses paid by Tenant with respect to the preceding calendar year, Tenant agrees to pay Landlord the difference in a lump sum within thirty (30) days of receipt of the Actual Statement. Such obligation will be a continuing one which will survive the expiration or earlier termination of this Lease. If the Actual Statement reveals that the Tenant's Percentage of actual Operating Expenses were less than the Operating Expenses paid by Tenant with respect to the preceding calendar year, Landlord will credit any overpayment toward the next monthly installment(s) of Rent due from Tenant. Prior to the expiration or sooner termination of the Term and Landlord's acceptance of Tenant's surrender of the Premises, Landlord will have the right to estimate the Tenant's Percentage of actual Operating Expenses for the then current calendar year and to collect from Tenant prior to Tenant's surrender of the Premises, any excess of such Tenant's Percentage of actual Operating Expenses over the Tenant's Percentage of estimated Operating Expenses paid by Tenant in such calendar year.

g. **No Release.** Any delay or failure by Landlord in delivering any Estimate Statement or Actual Statement pursuant to this Section 1.18 shall not constitute a waiver of its right to receive Tenant's payment of Tenant's Percentage of Operating Expenses, nor shall it relieve Tenant of its obligations to pay Operating Expenses pursuant to this Section 1.18, except that Tenant shall not be obligated to make any payments based on such Estimate or Actual Statement until thirty (30) days after receipt of such statement.

1.19 Utilities and Services.

a. **Utilities and Services.** As used in this Lease, "Premises Utilities Costs" shall mean all actual charges for utilities for the Premises of any kind, including but not limited to water, sewer and electricity, telecommunications and cable service, and the costs of heating, ventilating and air conditioning and other utilities as well as related fees, assessments and surcharges. Tenant shall contract directly for all utilities services for the Premises and shall pay all Premises Utilities Costs directly to the various utility service providers providing such utility services to the Premises. Should Landlord elect to supply any or all of such utilities, Tenant agrees to purchase and pay for the same as Additional Rent. Tenant shall reimburse Landlord within ten (10) days of billing for fixture charges and/or water tariffs, if applicable, which are charged to Landlord by local utility companies. Landlord will notify Tenant of this charge as soon as it becomes known. This charge will increase or decrease with current charges being levied against Landlord, the Premises or the Building by the local utility company, and will be due as Additional Rent. In no event shall Landlord be liable for any interruption or failure in the supply of any such utility or other services to Tenant; provided, however, that in the event any such interruption in electrical service to the Premises that materially impairs Tenant's use of or access to the Premises (or portion thereof) which is caused by the gross negligence or willful misconduct of Landlord or its contractors, agents or employees, and continues for three (3) consecutive business days, then Rent shall abate in proportion that the rentable area of the affected portion of the Premises so impaired and not used by Tenant bears to the rentable area of the Premises until such service is restored (the "Utility Interruption Remedy"). In no event shall any Rent owed Landlord under this Lease be abated by reason of the failure to furnish, delay in furnishing, unavailability or diminution in quality or quantity of any such utility or other services or interference with Tenant's business operations as a result of any such

occurrence; nor shall any such occurrence constitute an actual or constructive eviction of Tenant or a breach of an implied warranty by Landlord.

b. **Maintenance/Janitorial/Service Contracts.** Tenant shall, at its sole own cost and expense, enter into a regularly scheduled preventive maintenance/service contract with a maintenance contractor to service all hot water, heating and air conditioning systems and equipment within the Premises. All cleaning and janitorial services, including regular removal of trash and debris, for the Premises shall be performed and obtained, at Tenant's sole cost and expense, exclusively by or through Tenant or Tenant's janitorial contractors. The maintenance contractor and janitorial contractor and the contracts for same must be approved in writing by Landlord in advance. All maintenance/service contracts shall include all services recommended by the equipment manufacturer within the operation/maintenance manual and shall become effective (and a copy thereof delivered to Landlord) within thirty (30) days following the date Tenant takes possession of the Premises. Landlord reserves the right, upon notice to Tenant, to procure and maintain any or all of such service contracts, and if Landlord so elects, Tenant shall reimburse Landlord, upon demand, for the cost therefore.

c. **Tenant's Obligations.** Tenant shall cooperate fully at all times with Landlord, and abide by all reasonable regulations and requirements which Landlord may prescribe for the proper functioning and protection of the Building's services and systems. Tenant shall not connect any conduit, pipe, apparatus or other device to the Building's water, waste or other supply lines or systems for any purpose. Neither Tenant nor its employees, agents, contractors, licensees or invitees shall at any time enter, adjust, tamper with, touch or otherwise in any manner affect the mechanical installations or facilities of the Building.

1.20 **Additional Hazardous Materials Requirements.** In addition to Tenant's obligations under Article 10 of the Standard Provisions, Tenant shall comply with the following provisions with respect to Hazardous Materials (as that term is defined in Article 10):

a. **Environmental Questionnaire; Disclosure.** If requested by Landlord, Tenant shall complete, execute and deliver to Landlord an Environmental Questionnaire and Disclosure Statement (the "Environmental Questionnaire") in the form of Exhibit G, and Tenant shall certify to Landlord all information contained in the Environmental Questionnaire as true and correct to the best of Tenant's knowledge and belief. The completed Environmental Questionnaire shall be deemed incorporated into this Lease for all purposes, and Landlord shall be entitled to rely fully on the information contained therein. At Landlord's request, Tenant's disclosure obligations under this Section 1.20 shall include a requirement that Tenant update, execute and deliver to Landlord the Environmental Questionnaire, as the same may be reasonably modified by Landlord from time to time; provided, however, Tenant shall not be required to update the Environmental Questionnaire more than once per year unless an environmental event of default has occurred or Tenant has materially changed its business. In addition to the foregoing, Tenant shall promptly notify Landlord of, and shall promptly provide Landlord with true, correct, complete and legible copies of, all of the following environmental items relating to the Premises: reports filed pursuant to any self reporting requirements; reports filed pursuant to any Environmental Laws or this Lease; all permit applications, permits, monitoring reports, workplace exposure and community exposure warnings or notices, and all other reports, disclosures, plans or documents (even those that may be characterized as confidential) relating to water discharges, air pollution, waste generation or disposal, underground storage tanks or Hazardous Materials; all orders, reports, notices, listings and correspondence (even those that may be considered confidential) of or concerning the release, investigation, compliance, clean up, remedial and corrective actions, and abatement of Hazardous Materials whether or not required by Environmental Laws; and all complaints, pleadings and other legal documents filed against Tenant related to Tenant's use, handling, storage or disposal of Hazardous Materials.

b. **Inspection; Compliance.** Landlord and Landlord Parties (as that term is defined in Article 10) shall have the right, but not the obligation, to inspect, investigate, sample and/or monitor the Premises, including any air, soil, water, groundwater or other sampling, and any other testing, digging, drilling or analyses, at any time to determine whether Tenant is complying with the terms of this Section 1.20 and Article 10, and in connection therewith, Tenant shall provide Landlord with access to all relevant facilities, records and personnel. If Tenant is not in compliance with any of the provisions of this Section 1.20 and Article 10, or in the event of a release of any Hazardous Material on, under, from or about the Premises, Landlord and Landlord Parties shall have the right, but not the obligation, without limitation on any of Landlord's other rights and remedies under this Lease, to immediately enter upon the Premises and to discharge Tenant's obligations under this Section 1.20 and Article 10 at Tenant's expense, including without limitation the taking of emergency or long term remedial action. Landlord and Landlord Parties shall endeavor to minimize interference with Tenant's business but shall not be liable for any such interference. In addition, Landlord, at Tenant's sole cost and expense, shall have the right, but not the obligation, to join and participate in any legal proceedings or actions initiated in connection with any claims or causes of action arising out of the storage, generation, use or disposal by Tenant or Tenant's Parties of Hazardous Materials on, under, from or about the Premises. All sums reasonably disbursed, deposited or incurred by Landlord in connection herewith, including, but not limited to, all costs, expenses and actual attorneys' fees, shall be due and payable by Tenant to Landlord, as an item of Additional Rent, on demand by Landlord, together with interest thereon at the Applicable Rate from the date of such demand until paid by Tenant. Landlord agrees that if any testing proves that the Tenant or Tenant's Parties have no responsibility for the presence of said Hazardous Materials, Tenant shall not be liable for any costs or expenses in connection with such inspection, testing and monitoring.

c. **Tenant Obligations.** If the presence of any Hazardous Materials on, under or about the Premises caused or permitted by Tenant or Tenant's Parties results in (i) injury to any person, (ii) injury to or contamination of the Premises, or (iii) injury to or contamination of any real or personal property wherever situated, Tenant, at its sole cost and expense, shall promptly take all actions necessary to return the Premises to the condition existing prior to the introduction of such Hazardous Materials to the Premises and to remedy or repair any such injury or contamination. Without limiting any other rights or remedies of Landlord under this Lease, Tenant shall

pay the cost of any cleanup work performed on, under or about the Premises as required by this Lease or any Environmental Laws in connection with the removal, disposal, neutralization or other treatment of such Hazardous Materials caused or permitted by Tenant or Tenant's Parties. If Landlord has reason to believe that Tenant or Tenant's Parties may have caused or permitted the release of a Hazardous Material on, under, from or about the Premises, then Landlord may require Tenant, at Tenant's sole cost and expense, to conduct monitoring activities on or about the Premises satisfactory to Landlord, in its sole and absolute judgment, concerning such release of Hazardous Materials on, under, from or about the Premises. Notwithstanding anything to the contrary contained in the foregoing, Tenant shall not, without Landlord's prior written consent, take any remedial action in response to the presence of any Hazardous Materials on, under or about the Premises, or enter into any settlement agreement, consent decree or other compromise with any governmental agency with respect to any Hazardous Materials claims; provided, however, Landlord's prior written consent shall not be necessary in the event that the presence of Hazardous Materials on, under or about the Premises (i) poses an immediate threat to the health, safety or welfare of any individual, or (ii) is of such a nature that an immediate remedial response is necessary and it is not possible to obtain Landlord's consent before taking such action. Tenant's failure to timely comply with this Section 1.20 shall constitute an event of default under this Lease.

d. **Tenant's Responsibility at Conclusion of Lease.** Promptly upon the expiration or sooner termination of this Lease, Tenant shall represent to Landlord in writing that (i) Tenant has made a diligent effort to determine whether any Hazardous Materials are on, under or about the Premises, as a result of any acts or omissions of Tenant or Tenant's Parties and (ii) no such Hazardous Materials exist on, under or about the Premises, other than as specifically identified to Landlord by Tenant in writing. If Tenant discloses the existence of Hazardous Materials on, under or about the Premises or if Landlord at any time discovers that Tenant or Tenant's Parties caused or permitted the release of a Hazardous Material on, under, from or about the Premises, Tenant shall, at Landlord's request, immediately prepare and submit to Landlord within thirty (30) days after such request a comprehensive plan, subject to Landlord's approval, specifying the actions to be taken by Tenant to return the Premises to the condition existing prior to the introduction of such Hazardous Materials. Upon Landlord's approval of such clean up plan, Tenant shall, at Tenant's sole cost and expense, without limitation on any rights and remedies of Landlord under this Lease or at law or in equity, immediately implement such plan and proceed to clean up such Hazardous Materials in accordance with all Environmental Laws and as required by such plan and this Lease.

1.21 **Entitlement Contingency.** Tenant shall use due diligence and commercially reasonable efforts to obtain, at its sole cost and expense, any and all conditional or special use permits and other governmental approvals and licenses, including the approval from CALTRANS Aeronautics program for a new public school within two miles, measured by air line, of an airport runway, to operate a public school at the Premises (collectively, the "Entitlement Approvals"). The Entitlement Approvals do not include the building permits and approvals to construct the Tenant Improvements. In connection with its application and pursuit of the Entitlement Approvals, Tenant covenants and agrees at its expense to pay all fees and submit all studies required by the local government agency. At no cost, expense or liability to Landlord, Landlord agrees to cooperate with Tenant in obtaining the Entitlement Approvals, provided such cooperation does not have any adverse affect on Landlord's interest in the Property. Tenant shall have until October 31, 2009 (the "Entitlement Contingency Date") to obtain or ascertain the feasibility of obtaining the Entitlement Approvals. Tenant shall have the right to terminate this Lease upon written notice to Landlord by the Entitlement Contingency Date if Tenant has not obtained the Entitlement Approvals or is not satisfied with its ability to obtain the Entitlement Approvals. Landlord shall refund the Security Deposit and any prepaid rent if Tenant provides such termination notice by the Entitlement Contingency Date, provided that Tenant has restored any damage to the Property caused by Tenant or any of its employees, agents, contractors or consultants. The failure of Tenant to provide such written notice of termination by the Entitlement Contingency Date shall be deemed a waiver of Tenant's right to terminate and the Term shall continue regardless of any limitations or curtailment of Tenant's contemplated use of the Premises. Tenant shall keep Landlord advised of the status of Tenant's efforts with respect to obtaining the Entitlement Approvals. Upon request of Landlord, Tenant shall provide Landlord with copies of all applications and materials submitted to or received from any governmental authority regarding any application for any of the Entitlement Approvals.

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STANDARD LEASE PROVISIONS

ARTICLE 2 - LEASE

2.1 **Lease Elements; Definitions; Exhibits.** The Lease is comprised of the Lease Summary and Property Specific Provisions (the "Summary"), these Standard Lease Provisions ("Standard Provisions") and all exhibits, and riders attached hereto (collectively, "Exhibits"), all of which are incorporated together as part of one and the same instrument. All references in any such documents and instruments to "Lease" means the Summary, these Standard Provisions and all Exhibits attached hereto. All terms used in this Lease shall have the meanings ascribed to such terms in the Summary, these Standard Provisions and any Exhibits. To the extent of any inconsistency between the terms and conditions of the Summary, these Standard Provisions, or any Exhibits attached hereto, the Summary and any Exhibits attached hereto shall control over these Standard Provisions.

ARTICLE 3 - PREMISES

3.1 **Lease of Premises.** Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, the Premises, upon and subject to, the terms, covenants and conditions of this Lease. Each party covenants and agrees, as a material part of the consideration for this Lease, to keep and perform their respective obligations under this Lease.

3.2 **Landlord's Reserved Rights.** Landlord reserves the right from time to time to do any of the following: (a) expand the Building and construct or alter other buildings or improvements on the Property as long as Tenant's parking ratio is not substantially and adversely impacted; (b) make any changes, additions, improvements, maintenance, repairs or replacements in or to the Property, Common Areas and/or the Building (including the Premises if required to do so by any applicable Laws or to the extent necessary in conjunction with any improvements to the Property, Common Areas and/or the Building, provided that Tenant's use of the Premises is not materially and adversely affected), and the fixtures and equipment thereof, including, without limitation: (i) maintenance, replacement and relocation of pipes, ducts, conduits, wires and meters and equipment above the ceiling surfaces, below the floor surfaces and within the walls of the Building and the Premises; and (ii) changes in the location, size, shape and number of driveways, entrances, stairways, elevators, loading and unloading areas, ingress, egress, direction of traffic, landscaped areas and walkways, easements, parking spaces and parking areas as long as Tenant's parking ratio and Tenant's playground and lunch areas are not substantially and adversely impacted; (c) close temporarily any of the Property while engaged in making repairs, improvements or alterations to the Property; and (d) perform such other acts and make such other changes with respect to the Property, as Landlord may, in the exercise of good faith business judgment, deem to be appropriate. If Landlord is required to reconfigure the Premises as a result of any changes to the Property, Common Areas and/or the Building as a result of Landlord's exercise of its rights under this Section 3.2, Landlord shall provide Tenant with reasonable advance written notice of the construction schedule to the extent that the Premises are affected, and Landlord shall endeavor to minimize, as reasonably practicable, the interference with Tenant's business as a result of any such construction. All measurements of rentable area in this Lease shall be deemed to be correct. Landlord reserves the right to relocate all or portions of Tenant's playground and/or lunch areas to different locations at the Property subject to the reasonable approval of Tenant.

ARTICLE 4 - TERM AND POSSESSION

4.1 **Term; Notice of Lease Dates.** The Term shall be for the period designated in the Summary commencing on the Commencement Date and ending on the Expiration Date, unless the Term is sooner terminated or extended as provided in this Lease. If the Commencement Date falls on any day other than the first day of a calendar month then the Term will be measured from the first day of the month following the month in which the Commencement Date occurs. Within ten (10) days after Landlord's written request, Tenant shall execute a written confirmation of the Commencement Date and Expiration Date of the Term in the form of the Notice of Lease Term Dates. The Notice of Lease Term Dates shall be binding upon Tenant unless Tenant reasonably objects thereto in writing within such ten (10) day period.

4.2 **Possession.** Landlord shall deliver possession of the Premises to Tenant as provided in the Work Letter, or if no Work Letter is attached hereto, Landlord shall deliver possession of the Premises to Tenant in its then as-is condition, subject to the provisions of Section 4.3 below. Notwithstanding the foregoing, Landlord will not be obligated to deliver possession of the Premises to Tenant until Landlord has received from Tenant all of the following: (i) a copy of this Lease fully executed by Tenant; (ii) any Security Deposit, Guaranty and/or Letter of Credit required hereunder and the first installment of Monthly Base Rent due under this Lease; and (iii) copies of Tenant's insurance certificates as required hereunder.

4.3 **Condition of Premises.** Landlord shall deliver the Premises to Tenant in broom-clean condition and free of debris, with the existing Building-standard plumbing, lighting, and HVAC systems (collectively, the "Operating Systems") in good operating condition. If a non-compliance with such warranty exists as of the Commencement Date, as Tenant's sole remedy for Landlord's breach of this warranty, Landlord shall, as Landlord's sole obligation, promptly after receipt of written notice from Tenant setting forth with specificity the nature and extent of such non-compliance, malfunction or failure, repair same at Landlord's expense; provided, however, Landlord shall have no liability hereunder for repairs or replacements necessitated by the acts or omissions of Tenant and/or any of Tenant's Parties or any modification or alteration to any of the Operating Systems by Tenant or any of Tenant's Parties in connection with the construction of the Tenant Improvements. Tenant acknowledges that, except as otherwise expressly set forth in this Lease (i) neither Landlord nor any agent of Landlord has made any representation or warranty with respect to the Premises, the Building or the Property or their condition, or with

respect to the suitability thereof for the conduct of Tenant's business, and Tenant shall accept the Premises in its then as-is condition on delivery by Landlord, and (ii) the acceptance of possession of the Premises by Tenant shall establish that the Premises, the Building and the Property were at such time complete and in good, sanitary and satisfactory condition and repair with all work required to be performed by Landlord, if any, completed and without any obligation on Landlord's part to make any further alterations, upgrades or improvements thereto. The warranties made by Landlord in this Section 4.3 shall be of no force or effect if immediately prior to the Commencement Date or Early Access Period, if applicable, Tenant was the owner or occupant of the Premises. In such event, Tenant shall be responsible for any necessary corrective work.

4.4 **Delivery and Early Occupancy.** So long as Landlord has received from Tenant the first month's Monthly Base Rent due pursuant to Section 5.1 of this Lease, certificates satisfactory to Landlord evidencing the insurance required to be carried by Tenant under this Lease, and, as applicable, the Security Deposit and the fully executed Guaranty, Landlord shall deliver possession of the Premises to Tenant within five (5) days after the date this Lease is fully executed by Tenant and Landlord. The date Landlord delivers possession shall be referred to as the "Delivery Date." The period of time from and including the Delivery Date to the Commencement Date shall be referred to as the "Early Access Period." Tenant's use and occupancy of the Premises during the Early Access Period shall be subject to all terms and conditions of this Lease, except that Tenant shall not be obligated to pay Rent during the Early Access Period until the Commencement Date.

ARTICLE 5 - RENT

5.1 **Monthly Base Rent.** Tenant agrees to pay Landlord, the Monthly Base Rent as designated in the Summary. Monthly Base Rent and recurring monthly charges of Additional Rent (defined below) shall be paid by Tenant in advance on the first day of each and every calendar month ("Due Date") during the Term, except that the first full month's Monthly Base Rent and Additional Rent, if any, shall be paid upon Tenant's execution and delivery of this Lease to Landlord. Monthly Base Rent for any partial month shall be prorated in the proportion that the number of days this Lease is in effect during such month bears to the actual number of days in such month.

5.2 **Additional Rent.** All amounts and charges payable by Tenant under this Lease in addition to Monthly Base Rent, if any, including, without limitation, payments for Operating Expenses, Taxes, Insurance Costs and Premises Utilities Costs to the extent payable by Tenant under this Lease shall be considered "Additional Rent", and the word "Rent" in this Lease shall include all such Additional Rent unless the context specifically states or clearly implies that only Monthly Base Rent is referenced. Rent shall be paid to Landlord, without any prior notice or demand therefor and without any notice, deduction or offset, in lawful money of the United States of America.

5.3 **Late Charges & Interest Rate.** If Landlord does not receive Rent or any other payment due from Tenant within five (5) days after the Due Date, Tenant shall pay to Landlord a late charge equal to six percent (6%) of such past due Rent or other payment. Tenant agrees that this late charge represents a fair and reasonable estimate of the cost Landlord will incur by reason of Tenant's late payment. Accepting any late charge shall not constitute a waiver by Landlord of Tenant's default with respect to any overdue amount nor prevent Landlord from exercising any other rights or remedies available to Landlord. If any installment of Monthly Base Rent or Additional Rent, or any other amount payable by Tenant hereunder is not received by Landlord by the Due Date, it shall bear interest at the Interest Rate set forth in the Summary from the Due Date until paid. All interest, and any late charges imposed pursuant to this Section 5.3, shall be considered Additional Rent due from Tenant to Landlord under the terms of this Lease.

ARTICLE 6 - SECURITY DEPOSIT

Concurrently with Tenant's execution and delivery of this Lease to Landlord, Tenant shall deposit with Landlord the Security Deposit, if any, designated in the Summary. The Security Deposit shall be held by Landlord as security for the full and faithful performance by Tenant of all of the terms, covenants and conditions of this Lease to be performed by Tenant during the Term. If Tenant defaults with respect to any of its obligations under this Lease, Landlord may (but shall not be required to) use, apply or retain all or any part of the Security Deposit for the payment of any Rent, Additional Rent or any other sum in default, or for the payment of any other amount, loss or damage which Landlord may spend, incur or suffer by reason of Tenant's default. If any portion of the Security Deposit is so used or applied, Tenant shall, within ten (10) days after demand therefor, deposit cash with Landlord in an amount sufficient to restore the Security Deposit to its original amount. Landlord shall not be required to keep the Security Deposit separate from its general funds, and Tenant shall not be entitled to interest on the Security Deposit. If Tenant shall fully and faithfully perform every provision of this Lease to be performed by it, the Security Deposit or any balance thereof shall be returned to Tenant within thirty (30) days following the expiration of the Term, provided that Landlord may retain the Security Deposit until such time as any amount due from Tenant in accordance with this Lease has been determined and paid in full. If Landlord sells its interest in the Building during the Term and if Landlord deposits with or credits to the purchaser the Security Deposit (or balance thereof), then, upon such sale, Landlord shall be discharged from any further liability with respect to the Security Deposit. Tenant hereby waives the provisions of Section 1950.7 of the California Civil Code and agrees that the provisions of this Article 6 shall govern the treatment of Tenant's Security Deposit in all respects for this Lease.

ARTICLE 7 - OPERATING EXPENSES/UTILITIES/SERVICES

7.1 **Operating Expenses.** Tenant shall pay for or contribute to the costs of operation, maintenance, repair and replacement of the Premises, Building and Property as provided in the Summary.

7.2 **Utilities and Services.** Utilities and Services to the Premises and the Property are described in the Summary.

7.3 **Taxes.** As used in this Lease, the term "Taxes" means: All real property taxes and assessments, possessory interest taxes, sales taxes, personal property taxes, business or license taxes or fees, gross receipts taxes, license or use fees, excises, transit charges, and other impositions of any kind (including fees "in-lieu" or in substitution of any such tax or assessment) which are now or hereafter assessed, levied, charged or imposed by any public authority upon the Building, Site, Property and/or Premises or any portion thereof, its operations or the Rent derived therefrom (or any portion or component thereof, or the ownership, operation, or transfer thereof). Taxes shall not include inheritance or estate taxes imposed upon or assessed against the interest of Landlord, gift taxes, excess profit taxes, franchise taxes, or similar taxes on Landlord's business or any other taxes computed upon the basis of the net income of Landlord, or any interest or penalties due to Landlord's failure to make timely payments. If it shall not be lawful for Tenant to reimburse Landlord for any such Taxes, the Monthly Base Rent payable to Landlord under this Lease shall be revised to net Landlord the same net rent after imposition of any such Taxes by Landlord as would have been payable to Landlord prior to the payment of any such Taxes. Tenant shall pay for or contribute to Taxes as part of Operating Expenses as provided in the Summary. Notwithstanding anything herein to the contrary, Tenant shall be liable for all taxes levied or assessed against personal property, furniture, fixtures, above-standard Tenant Improvements and alterations, additions or improvements placed by or for Tenant in the Premises. Furthermore, Tenant shall pay prior to delinquency any (i) rent tax or sales tax, service tax, transfer tax or value added tax, or any other applicable tax on the rent or services provided herein or otherwise respecting this Lease, (ii) taxes assessed upon or with respect to the possession, leasing, operation, management, maintenance, alteration, repair, use or occupancy by Tenant of the Premises or any portion of the Property; or (iii) taxes assessed upon this transaction or any document to which Tenant is a party creating or transferring an interest or an estate in the Premises.

7.4 **Insurance Costs.** As used in this Lease, "Insurance Costs" means the cost of insurance obtained by Landlord pursuant to Article 15 (including self-insured amounts and deductibles, if any). Tenant shall pay for or contribute to Insurance Costs as part of Operating Expenses as provided in the Summary.

7.5 **Interruption of Utilities.** Landlord shall have no liability to Tenant for any interruption in utilities or services to be provided to the Premises when such failure is caused by all or any of the following: (a) accident, breakage or repairs, except due to the gross negligence or willful misconduct of Landlord, its contractors, agents, and employees, and subject to the requirements in Section 1.19(a) for a Utility Interruption Remedy; (b) strikes, lockouts or other labor disturbances or labor disputes of any such character; (c) governmental regulation, moratorium or other governmental action; (d) inability, despite the exercise of reasonable diligence, to obtain electricity, water or fuel; (e) service interruptions or any other unavailability of utilities resulting from causes beyond Landlord's control including without limitation, any electrical power "brown-out" or "black-out"; or (f) any other cause beyond Landlord's reasonable control. In addition, in the event of any such interruption in utilities or services, Tenant shall not be entitled to any abatement or reduction of Rent (except as expressly provided in Articles 17 and 18 if such failure is a result of any casualty damage or taking described therein), no eviction of Tenant shall result, and Tenant shall not be relieved from the performance of any covenant or agreement in this Lease. In the event of any stoppage or interruption of services or utilities which are not obtained directly by Tenant, Landlord shall diligently attempt to resume such services or utilities as promptly as practicable. Tenant hereby waives the provisions of any applicable existing or future Law, ordinance or governmental regulation permitting the termination of this Lease due to an interruption, failure or inability to provide any services (including, without limitation, to the extent the Premises are located in California, the provisions of California Civil Code Section 1932(1)).

ARTICLE 8 - MAINTENANCE AND REPAIR

8.1 **Landlord's Repair Obligations.** In addition to any repair obligations of Landlord set forth elsewhere in this Lease, Landlord, at Landlord's cost, shall repair, maintain and replace as necessary, the foundation and structural elements of the Building (including structural load bearing walls and roof structure), and utility meters, electrical lines, pipes and conduits serving the Building and the Premises; provided, however, to the extent such maintenance, repairs or replacements are required as a result of any act, neglect, fault or omission of Tenant or any of Tenant's Parties, Tenant shall pay to Landlord, as Additional Rent, the costs of such maintenance, repairs and replacements. Except as otherwise expressly provided in this Lease, Landlord shall have no obligation to alter, remodel, improve, repair, renovate, redecorate or paint all or any part of the Premises. Except as otherwise stated in the Summary, Tenant waives the right to make repairs at Landlord's expense under any applicable Laws (including, without limitation, to the extent the Premises are located in California, the provisions of California Civil Code Sections 1941 and 1942 and any successor statutes or laws of a similar nature). All other repair and maintenance of the Premises, Building and Property to be performed by Landlord, if any, shall be as provided in the Summary.

8.2 **Tenant's Repair Obligations.** Except for Landlord's obligations specifically set forth elsewhere in this Lease and in Section 8.1 above and in the Summary, Tenant shall at all times and at Tenant's sole cost and expense, keep, maintain, clean, repair, preserve and replace, as necessary, the interior of the Premises and the Property and all parts thereof including, without limitation, all Tenant Improvements, Alterations, and all furniture, fixtures and equipment, including, without limitation, all computer, telephone and data cabling and equipment, Tenant's signs, if any, door locks, closing devices, security devices, interior of windows, window sashes, casements and frames, floors and floor coverings, shelving, kitchen, restroom facilities and/or appliances of any kind located within the Premises, if any, custom lighting, and any additions and other property located within the Premises, so as to keep all of the foregoing elements of the Premises in good condition and repair, reasonable wear and tear and casualty damage excepted. Tenant shall replace, at its expense, any and all plate and other glass in and about the

Premises which is damaged or broken from any cause whatsoever except due to the negligence or willful misconduct of Landlord, its agents or employees. Such maintenance and repairs shall be performed with due diligence, lien-free and in a first-class and workmanlike manner, by licensed contractor(s) that are selected by Tenant and approved by Landlord, which approval Landlord shall not unreasonably withhold or delay. All other repair and maintenance of the Premises, Building and Property to be performed by Tenant, if any, shall be as provided in the Summary. If Tenant refuses or neglects to repair and maintain the Premises properly as required hereunder to the reasonable satisfaction of Landlord, then at any time following ten (10) days from the date on which Landlord makes a written demand on Tenant to effect such repair and maintenance, Landlord may enter upon the Premises and make such repairs and/or maintenance, and upon completion thereof, Tenant agrees to pay to Landlord as Additional Rent, Landlord's costs for making such repairs plus an amount not to exceed ten percent (10%) of such costs for overhead, within ten (10) days of receipt from Landlord of a written itemized bill therefor. Any amounts not reimbursed by Tenant within such ten (10) day period will bear interest at the Interest Rate until paid by Tenant.

ARTICLE 9 - USE

Tenant shall use the Premises solely for the Permitted Use specified in the Summary, and shall not use or permit the Premises to be used for any other use or purpose whatsoever without Landlord's prior written approval. Tenant shall observe and comply with the Rules and Regulations attached hereto as Exhibit E, as the same may be modified by Landlord from time to time, and all reasonable non-discriminatory modifications thereof and additions thereto from time to time put into effect and furnished to Tenant by Landlord. Landlord shall endeavor to enforce the Rules and Regulations, but shall have no liability to Tenant for the violation or non-performance by any other tenant or occupant of any such Rules and Regulations. Tenant shall, at its sole cost and expense, observe and comply with all Laws and all requirements of any board of fire underwriters or similar body relating to the Premises now or hereafter in force relating to or affecting the condition, use, occupancy, alteration or improvement of the Premises (whether, except as otherwise provided herein, structural or nonstructural, including unforeseen and/or extraordinary alterations and/or improvements to the Premises and regardless of the period of time remaining in the Term). Tenant shall not use or allow the Premises to be used for any improper, immoral, unlawful or reasonably objectionable purpose. Tenant shall not do or permit to be done anything that will obstruct or interfere with the rights of other tenants or occupants of the Building or the Property, if any, or injure or annoy them. Typical school activities and the noise that accompanies them, such as talking, singing, child's yelling, or retrieval of a ball from other tenant's parking spaces, shall not be considered an annoyance or nuisance, provided such activities are supervised by an adult employee(s) of Tenant at all times to avoid any interference or interruption with any other tenant's business at the Building. Tenant shall not cause, maintain or permit any nuisance in, on or about the Premises, the Building or the Property, nor commit or suffer to be committed any waste in, on or about the Premises.

ARTICLE 10 - HAZARDOUS MATERIALS

As used in this Lease, the term "Environmental Law(s)" means any past, present or future federal, state or local Law relating to (a) the environment, human health or safety, including, without limitation, emissions, discharges, releases or threatened releases of Hazardous Materials (as defined below) into the environment (including, without limitation, air, surface water, groundwater or land), or (b) the manufacture, generation, refining, processing, distribution, use, sale, treatment, receipt, storage, disposal, transport, arranging for transport, or handling of Hazardous Materials. As used in this Lease, the term "Hazardous Materials" means and includes any hazardous or toxic materials, substances or wastes as now or hereafter designated or regulated under any Environmental Laws including, without limitation, asbestos, petroleum, petroleum hydrocarbons and petroleum based products, urea formaldehyde foam insulation, polychlorinated biphenyls ("PCBs"), and freon and other chlorofluorocarbons. Except for ordinary and general office supplies, such as copier toner, liquid paper, glue, ink and common household cleaning materials, and motor vehicle fuel stored in fuel tanks of motor vehicles used on site in compliance with all Environmental Laws (some or all of which may constitute Hazardous Materials), Tenant agrees not to cause or permit any Hazardous Materials to be brought upon, stored, used, handled, generated, released or disposed of on, in, under or about the Premises, the Building, the Common Areas or any other portion of the Property by Tenant, its agents, officers, directors, shareholders, members, partners, employees, subtenants, assignees, licensees, contractors or invitees (collectively, "Tenant's Parties"), without the prior written consent of Landlord, which consent Landlord may withhold in its sole and absolute discretion. Upon the expiration or earlier termination of this Lease, Tenant agrees to promptly remove from the Premises, the Building and the Property, at its sole cost and expense, any and all Hazardous Materials, including any equipment or systems containing Hazardous Materials which are installed, brought upon, stored, used, generated or released upon, in, under or about the Premises, the Building and/or the Property or any portion thereof by Tenant or any of Tenant's Parties. To the fullest extent permitted by law, Tenant agrees to promptly indemnify, protect, defend and hold harmless Landlord and Landlord's members, shareholders, partners, officers, directors, managers, employees, agents, successors and assigns (collectively, "Landlord Parties") from and against any and all claims, damages, judgments, suits, causes of action, losses, liabilities, penalties, fines, expenses and costs (including, without limitation, clean-up, removal, remediation and restoration costs, sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees and court costs) which arise or result from the presence of Hazardous Materials on, in, under or about the Premises, the Building or any other portion of the Property and which are caused or permitted by Tenant or any of Tenant's Parties. The provisions of this Article 10 will survive the expiration or earlier termination of this Lease. Tenant shall give Landlord Notice of any evidence of Mold, water leaks or water infiltration in the Premises promptly upon discovery of same. At its expense, Tenant shall investigate, clean up and remediate any Mold in the Premises. Investigation, clean up and remediation may be performed only after Tenant has Landlord's written approval of a plan for such remediation. All clean up and remediation shall be done in compliance with all applicable Laws and to the reasonable satisfaction of Landlord. As used in this Lease, "Mold" means mold, fungi, spores, microbial matter, mycotoxins and microbiological organic compounds.

ARTICLE 11 - PARKING

During the Term, Tenant shall be entitled to utilize the number and type of parking spaces specified in the Summary within the parking areas for the Property as designated by Landlord from time to time. Landlord shall at all times have the right to establish and modify the nature and extent of the parking areas for the Building and Property (including whether such areas shall be surface, underground and/or other structures). Landlord shall endeavor to minimize substantial changes to the parking spaces that Tenant is utilizing for playground and lunch areas, subject to Landlord's relocation rights as provided in Section 3.2. In addition, if Tenant is not the sole occupant of the Property, Landlord may, in its discretion, designate any unreserved parking spaces as reserved parking. The terms and conditions for parking at the Property shall be as specified in the Summary and in the Rules and Regulations regarding parking as contained in Exhibit E attached hereto, as the same may be modified by Landlord from time to time. Tenant shall not use more parking spaces than its allotment and shall not use any parking spaces specifically assigned by Landlord to other tenants, if any, or for such other uses such as visitor, handicapped or other special purpose parking. Tenant's visitors shall be entitled to access to the parking areas on the Property designated for visitor use, subject to availability of spaces and the terms of the Summary.

ARTICLE 12 - TENANT SIGNS

Tenant shall have the right to install and maintain, at Tenant's sole cost and expense, one (1) sign (restricted solely to Tenant's name) on the exterior of the Building above the main entrance doorway to the Premises or such other location as may be reasonably determined by Landlord, subject to the provisions of this Article 12. Subsequent changes to Tenant's sign and/or any additional signs, to the extent permitted by Landlord herein, shall be made or installed by Landlord at Tenant's sole cost and expense. All aspects of any such signs shall be subject to the prior written consent of Landlord (which shall not be unreasonably withheld), and shall be per Landlord's standard specifications and materials, as revised by Landlord from time to time. Tenant shall have no right to install or maintain any other signs, banners, advertising, notices, displays, stickers, decals or any other logo or identification of any person, product or service whatsoever, in any location on or in the Property except as (i) shall have been expressly approved by Landlord in writing prior to the installation thereof (which approval may be granted or withheld in Landlord's sole and absolute discretion), (ii) shall not violate any signage restrictions or exclusive sign rights contained in any then existing leases with other tenants of the Property, if any, and (iii) are consistent and compatible with all applicable Laws, and the design, signage and graphics program from time to time implemented by Landlord with respect to the Property, if any. Landlord shall have the right to remove any signs or signage material installed without Landlord's permission, without being liable to Tenant by reason of such removal, and to charge the cost of removal to Tenant as Additional Rent hereunder, payable within ten (10) days of written demand by Landlord. Any additional sign rights of Tenant, if any, shall be as provided in the Summary.

ARTICLE 13 - ALTERATIONS

13.1 **Alterations.** After installation of the initial Tenant Improvements, including those performed during the summer of 2010, for the Premises, Tenant may, at its sole cost and expense, make alterations, additions, improvements and decorations to the Premises ("Alterations") subject to and upon the following terms and conditions:

a. Tenant shall not make any Alterations which: (i) affect any area outside the Premises including the outside appearance, character or use of any portions of the Building or other portions of the Property; (ii) affect the Building's roof, roof membrane, any structural component or any base Building equipment, services or systems (including fire and life/safety systems), or the proper functioning thereof, or Landlord's access thereto; (iii) in the reasonable opinion of Landlord, lessen the value of the Building or the Property; (iv) will violate or require a change in any occupancy certificate applicable to the Premises; or (v) would trigger a legal requirement which would require Landlord to make any alteration or improvement to the Premises, Building or other aspect of the Property.

b. Tenant shall not make any Alterations not prohibited by Section 13.1(a), unless Tenant first obtains Landlord's prior written consent, which consent Landlord shall not unreasonably withhold, provided Landlord's prior approval shall not be required for any Alteration that is not prohibited by Section 13.1(a) above and is of a cosmetic nature that satisfies all of the following conditions (hereinafter a "Pre-Approved Alteration"): (i) the costs of such Alteration do not exceed One Dollar (\$1.00) per rentable square foot of the Premises; (ii) to the extent reasonably required by Landlord or by law due to the nature of the work being performed, Tenant delivers to Landlord final plans, specifications, working drawings, permits and approvals for such Alterations at least ten (10) days prior to commencement of the work thereof; (iii) Tenant and such Alterations otherwise satisfy all other conditions set forth in this Section 13.1; and (iv) the making of such Alterations will not otherwise cause a default by Tenant under any provision of this Lease. Tenant shall provide Landlord with ten (10) days' prior written notice before commencing any Alterations. In addition, before proceeding with any Alteration, Tenant's contractors shall obtain, on behalf of Tenant and at Tenant's sole cost and expense: (A) all necessary governmental permits and approvals for the commencement and completion of such Alterations, and (B) if the cost of such Alterations exceeds \$25,000.00, a completion and lien indemnity bond, or other surety satisfactory to Landlord for such Alterations. Landlord's approval of any plans, contractor(s) and subcontractor(s) of Tenant shall not release Tenant or any such contractor(s) and/or subcontractor(s) from any liability with respect to such Alterations and will create no liability or responsibility on Landlord's part concerning the completeness of such Alterations or their design sufficiency or compliance with Laws.

c. All Alterations shall be performed: (i) in accordance with the approved plans, specifications and working drawings, if any; (ii) lien-free and in a first-class workmanlike manner; (iii) in compliance with all Laws; (iv) in such a manner so as not to unreasonably interfere with the occupancy of any other tenant, nor impose any additional expense upon nor delay Landlord in the maintenance and operation of the Building; (v) by licensed and bondable contractors and subcontractors selected by Tenant and reasonably approved by Landlord, and (v) at such times, in such manner and subject to such rules and regulations as Landlord may from time to time reasonably designate.

d. Tenant shall pay to Landlord, as Additional Rent, the reasonable costs of Landlord's architects, engineers and other consultants to review of all plans, specifications and working drawings for the Alterations to the extent any such Alterations will be done outside of the Premises or will affect any of the Operating Systems or any structural parts of the Building, within thirty (30) days after Tenant's receipt of invoices either from Landlord or such consultants.

e. Throughout the performance of the Alterations, Tenant shall obtain, or cause its contractors to obtain, workers compensation insurance and commercial general liability insurance in compliance with the insurance provisions of this Lease.

13.2 **Removal of Alterations.** All Alterations and the initial Tenant Improvements in the Premises (whether installed or paid for by Landlord or Tenant), shall become the property of Landlord and shall remain upon and be surrendered with the Premises at the end of the Term; provided, however, Landlord may, by written notice delivered to Tenant within thirty (30) days after Landlord's receipt of plans for any Alterations or within thirty (30) days after approval of Final Plans (as defined in Exhibit C) for the initial Tenant Improvements identify those Alterations and/or Tenant Improvements which Landlord shall require Tenant to remove at the end of the Term. If Landlord requires Tenant to remove any such Alterations or Tenant Improvements, Tenant shall, at its sole cost, remove the identified items on or before the expiration or sooner termination of this Lease and repair any damage to the Premises caused by such removal to its original condition (or, at Landlord's option, Tenant shall pay to Landlord all of Landlord's costs of such removal and repair).

13.3 **Liens.** Tenant shall not permit any mechanic's, materialmen's or other liens to be filed against all or any part of the Property or the Premises, nor against Tenant's leasehold interest in the Premises, by reason of or in connection with any repairs, alterations, improvements or other work contracted for or undertaken by Tenant or any Tenant Party. If any such liens are filed, Tenant shall, at its sole cost, immediately cause such liens to be released of record or bonded so that such lien(s) no longer affect(s) title to the Property, the Building or the Premises. If Tenant fails to cause any such lien to be released or bonded within thirty (30) days after notice of filing thereof, Landlord may cause such lien to be released by any means it shall deem proper, including payment in satisfaction of the claim giving rise to such lien, and Tenant shall reimburse Landlord within five (5) business days after receipt of invoice from Landlord, any sum paid by Landlord to remove such liens, together with interest at the Interest Rate from the date of such payment by Landlord.

ARTICLE 14 - TENANT'S INSURANCE

14.1 **Tenant's Insurance.** On or before the earlier of the Commencement Date or the date Tenant commences or causes to be commenced any work of any type in the Premises, and continuing during the entire Term, Tenant shall obtain and keep in full force and effect, the following insurance with limits of coverage as set forth in Section 1.14 of the Summary:

a. Special Form (formerly known as "all risk") insurance, including fire and extended coverage, sprinkler leakage (including earthquake sprinkler leakage), vandalism, malicious mischief plus earthquake and flood coverage upon property of every description and kind owned by Tenant and located in the Premises or the Building, or for which Tenant is legally liable or installed by or on behalf of Tenant including, without limitation, furniture, equipment and any other personal property, and any Alterations (but excluding the initial Tenant Improvements previously existing or installed in the Premises), in an amount not less than the full replacement cost thereof. In the event that there shall be a dispute as to the amount which comprises full replacement cost, the decision of Landlord or the mortgagees of Landlord shall be presumptive.

b. Commercial general liability insurance coverage on an occurrence basis, including personal injury, bodily injury (including wrongful death), broad form property damage, operations hazard, owner's protective coverage, contractual liability (including Tenant's indemnification obligations under this Lease), liquor liability (if Tenant serves alcohol on the Premises), products and completed operations liability. The limits of liability of such commercial general liability insurance may be increased every three (3) years during the Term upon reasonable prior notice by Landlord to an amount reasonably required by Landlord and appropriate for tenants of buildings comparable to the Building.

c. Commercial Automobile Liability covering all owned, hired and non-owned automobiles.

d. Worker's compensation, in statutory amounts and employers liability, covering all persons employed in connection with any work done in, on or about the Premises for which claims for death, bodily injury or illness could be asserted against Landlord, Tenant or the Premises.

e. Umbrella liability insurance on an occurrence basis, in excess of and following the form of the underlying insurance described in Section 14.1.b. and 14.1.c. and the employer's liability coverage in Section 14.1.d. which is at least as broad as each and every area of the underlying policies. Such umbrella

liability insurance shall include pay on behalf of wording, concurrency of effective dates with primary policies, blanket contractual liability, application of primary policy aggregates, and shall provide that if the underlying aggregate is exhausted, the excess coverage will drop down as primary insurance, subject to customary commercially reasonable deductible amounts imposed on umbrella policies.

f. If Tenant's business includes professional services, Tenant shall, at Tenant's expense, maintain in full force and effect professional liability (also known as errors and omissions insurance), covering Tenant and Tenant's employees from work related negligence and liability in trade.

g. Any other form or forms of insurance as Tenant or Landlord or the mortgagees of Landlord may reasonably require from time to time, in form, amounts and for insurance risks against which a prudent tenant of a building similar to the Building would protect itself, but only to the extent such risks and amounts are available in the insurance market at commercially reasonable costs.

14.2 **Requirements.** Each policy required to be obtained by Tenant hereunder shall: (a) be issued by insurers which are approved by Landlord and/or Landlord's mortgagees and are authorized to do business in the state in which the Building is located and rated not less than Financial Size X, and with a Financial Strength rating of A in the most recent version of Best's Key Rating Guide (provided that, in any event, the same insurance company shall provide the coverages described in Sections 14.1.a. and 14.1.g. above); (b) be in form reasonably satisfactory from time to time to Landlord; (c) name Tenant as named insured thereunder and shall name Landlord and, at Landlord's request, such other persons or entities of which Tenant has been informed in writing, as additional insureds thereunder, all as their respective interests may appear; (d) not have a deductible amount exceeding Five Thousand Dollars (\$5,000.00), which deductible amount shall be deemed self-insured with full waiver of subrogation; (e) specifically provide that the insurance afforded by such policy for the benefit of Landlord and any other additional insureds shall be primary, and any insurance carried by Landlord or any other additional insureds shall be excess and non-contributing; (f) contain an endorsement that the insurer waives its right to subrogation; (g) require the insurer to notify Landlord and any other additional insureds in writing not less than thirty (30) days prior to any material change, reduction in coverage, cancellation or other termination thereof; (h) contain a cross liability or severability of interest endorsement; and (i) be in amounts sufficient at all times to satisfy any coinsurance requirements thereof. Tenant agrees to deliver to Landlord, as soon as practicable after the placing of the required insurance, but in no event later than the date Tenant is required to obtain such insurance as set forth in Section 14.1 above, certificates from the insurance company evidencing the existence of such insurance and Tenant's compliance with the foregoing provisions of this Article 14. Tenant shall cause replacement certificates to be delivered to Landlord not less than ten (10) days prior to the expiration of any such policy or policies. If any such initial or replacement certificates are not furnished within the time(s) specified herein, Landlord shall have the right, but not the obligation, to procure such policies and certificates at Tenant's expense.

14.3 **Effect on Insurance.** Tenant shall not do or permit to be done anything which will (a) violate or invalidate any insurance policy or coverage maintained by Landlord or Tenant hereunder, or (b) increase the costs of any insurance policy maintained by Landlord. If Tenant's occupancy or conduct of its business in or on the Premises results in any increase in premiums for any insurance carried by Landlord with respect to the Building or the Property, Tenant shall either discontinue the activities affecting the insurance or pay such increase as Additional Rent within ten (10) days after being billed therefor by Landlord. If any insurance coverage carried by Landlord pursuant to this Lease or otherwise with respect to the Building or the Property shall be cancelled or reduced (or cancellation or reduction thereof shall be threatened) by reason of the use or occupancy of the Premises other than as allowed by the Permitted Use by Tenant or by anyone permitted by Tenant to be upon the Premises, and if Tenant fails to remedy such condition within five (5) business days after notice thereof, Tenant shall be deemed to be in default under this Lease and Landlord shall have all remedies provided in this Lease, at law or in equity, including, without limitation, the right (but not the obligation) to enter upon the Premises and attempt to remedy such condition at Tenant's cost.

ARTICLE 15 - LANDLORD'S INSURANCE

During the Term, Landlord shall maintain Property Insurance written on a Special Form (formerly known as "all risk") basis covering the Property and the Building, including the initial Tenant Improvements (excluding, however, Tenant's furniture, equipment and other personal property and Alterations, unless Landlord otherwise elects to insure the Alterations pursuant to Section 13.1 above) against damage by fire and standard extended coverage perils and with vandalism and malicious mischief endorsements, rental loss coverage, at Landlord's option, earthquake damage coverage, and such additional coverage as Landlord deems appropriate. Landlord shall also carry commercial general liability in such reasonable amounts and with such reasonable deductibles as would be carried by a prudent owner of a similar building in the state in which the Building is located. At Landlord's option, all such insurance may be carried under any blanket or umbrella policies that Landlord has in force for other buildings and projects. In addition, at Landlord's option, Landlord may elect to self-insure all or any part of such required insurance coverage. Landlord may, but shall not be obligated to carry any other form or forms of insurance as Landlord or the mortgagees or ground lessors of Landlord may reasonably determine is advisable. The cost of insurance obtained by Landlord pursuant to this Article 15 (including self-insured amounts and deductibles) shall be included in Insurance Costs, except that any increase in the premium for the property insurance attributable to the replacement cost of the Tenant Improvements in excess of Building standard shall not be included as Insurance Costs, but shall be paid by Tenant within thirty (30) days of invoice from Landlord.

ARTICLE 16 - INDEMNIFICATION AND EXCULPATION

16.1 **Tenant's Assumption of Risk and Waiver.** Except to the extent such matter is not covered by the insurance required to be maintained by Tenant under this Lease and/or except to the extent such matter is attributable to the gross negligence or willful misconduct of Landlord or Landlord's agents, contractors or employees, Landlord shall not be liable to Tenant, or any of Tenant's Parties for: (i) any damage to property of Tenant, or of others, located in, on or about the Premises, (ii) the loss of or damage to any property of Tenant or of others by theft or otherwise, (iii) any injury or damage to persons or property resulting from fire, explosion, falling ceiling tiles masonry, steam, gas, electricity, water, rain or leaks from any part of the Premises or from the pipes, appliance of plumbing works or from the roof, street or subsurface or from any other places or by dampness or by any other cause of whatsoever nature, (iv) any such damage caused by other tenants or persons in the Premises, occupants of any other portions of the Property, or the public, or caused by operations in construction of any private, public or quasi-public work, or (v) any interruption of Utilities and Services. Landlord shall in no event be liable to Tenant for any consequential damages or for loss of business, revenue, income or profits and Tenant hereby waives any and all claims for any such damages. Notwithstanding anything to the contrary contained in this Section 16.1, all property of Tenant and Tenant's Parties kept or stored on the Premises, whether leased or owned by any such parties, shall be so kept or stored at the sole risk of Tenant and Tenant shall hold Landlord harmless from any claims arising out of damage to the same, including subrogation claims by Tenant's insurance carriers. Landlord or its agents shall not be liable for interference with light or other intangible rights.

16.2 **Tenant's Indemnification.** Tenant shall be liable for, and shall indemnify, defend, protect and hold Landlord and the Landlord Parties harmless from and against, any and all claims, damages, judgments, suits, causes of action, losses, liabilities and expenses, including, without limitation, attorneys' fees and court costs (collectively, "Indemnified Claims"), arising or resulting from (a) any occurrence in the Premises following the date Landlord delivers possession of all or any portion of the Premises to Tenant, except to the extent caused by the gross negligence or willful misconduct of Landlord or Landlord's agents, contractors or employees, (b) any act or omission of Tenant or any of Tenant's Parties; (c) the use of the Premises, the Building and the Property and conduct of Tenant's business by Tenant or any of Tenant's Parties, or any other activity, work or thing done, permitted or suffered by Tenant or any of Tenant's Parties, in or about the Premises, the Building or elsewhere on the Property; and/or (d) any default by Tenant as to any obligations on Tenant's part to be performed under the terms of this Lease or the terms of any contract or agreement to which Tenant is a party or by which it is bound, affecting this Lease or the Premises. The foregoing indemnification shall include, but not be limited to, any injury to, or death of, any person, or any loss of, or damage to, any property on the Premises, or on adjoining sidewalks, streets or ways, or connected with the use, condition or occupancy thereof, whether or not Landlord or any Landlord Parties has or should have knowledge or notice of the defect or conditions causing or contributing to such injury, death, loss or damage. In case any action or proceeding is brought against Landlord or any Landlord Parties by reason of any such Indemnified Claims, Tenant, upon notice from Landlord, shall defend the same at Tenant's expense by counsel approved in writing by Landlord, which approval shall not be unreasonably withheld. Tenant's indemnification obligations under this Section 16.2 and elsewhere in this Lease shall survive the expiration or earlier termination of this Lease. Tenant's covenants, agreements and indemnification in Section 16.1 and this Section 16.2 are not intended to and shall not relieve any insurance carrier of its obligations under policies required to be carried by Tenant pursuant to the provisions of this Lease.

ARTICLE 17 - CASUALTY DAMAGE/DESTRUCTION

17.1 **Landlord's Rights and Obligations.** If the Premises or the Building is damaged by fire or other casualty not caused by the negligence or willful misconduct of Tenant ("Casualty") to an extent not exceeding twenty-five percent (25%) of the full replacement cost thereof, and Landlord's contractor estimates in writing delivered to the parties that the damage thereto is such that the Building and/or Premises may be repaired, reconstructed or restored to substantially its condition immediately prior to such damage within one hundred twenty (120) days from the date of such casualty, and Landlord will receive insurance proceeds sufficient to cover the costs of such repairs, reconstruction and restoration (including proceeds from Tenant and/or Tenant's insurance which Tenant is required to deliver to Landlord pursuant to this Lease), then Landlord shall commence and proceed diligently with the work of repair, reconstruction and restoration and this Lease shall continue in full force and effect. If, however, the Premises or the Building is damaged to an extent exceeding twenty-five percent (25%) of the full replacement cost thereof, or Landlord's contractor estimates that such work of repair, reconstruction and restoration will require longer than one hundred twenty (120) days to complete from the date of casualty, or Landlord will not receive insurance proceeds (and/or proceeds from Tenant, as applicable) sufficient to cover the costs of such repairs, reconstruction and restoration, then Landlord may elect to either: (a) repair, reconstruct and restore the portion of the Premises or Building damaged by such Casualty (including the Tenant Improvements, the Alterations that Landlord elects to insure pursuant to Section 13.1 and, to the extent of insurance proceeds received from Tenant, the Alterations that Tenant is required to insure pursuant to Section 13.1), in which case this Lease shall continue in full force and effect; or (b) terminate this Lease effective as of the date which is thirty (30) days after Tenant's receipt of Landlord's election to so terminate. Under any of the conditions of this Section 17.1, Landlord shall give written notice to Tenant of its intention to repair or terminate within the later of sixty (60) days after the occurrence of such Casualty, or fifteen (15) days after Landlord's receipt of the estimate from Landlord's contractor or, as applicable, thirty (30) days after Landlord receives approval from Landlord's Mortgagee to rebuild.

17.2 **Tenant's Costs and Insurance Proceeds.** In the event of any damage or destruction of all or any part of the Premises, Tenant shall immediately: (a) notify Landlord thereof; and (b) deliver to Landlord all insurance proceeds received by Tenant with respect to the Tenant Improvements and Alterations (to the extent such items are not covered by Landlord's casualty insurance obtained by Landlord pursuant to this Lease) and with respect to Alterations in the Premises that Tenant is required to insure pursuant to Section 13.1, excluding proceeds

for Tenant's furniture and other personal property, whether or not this Lease is terminated as permitted in Section 17.1, and Tenant hereby assigns to Landlord all rights to receive such insurance proceeds. If, for any reason (including Tenant's failure to obtain insurance for the full replacement cost of any Alterations which Tenant is required to insure pursuant to Section 13.1 hereof), Tenant fails to receive insurance proceeds covering the full replacement cost of such Alterations which are damaged, Tenant shall be deemed to have self-insured the replacement cost of such Alterations, and upon any damage or destruction thereto, Tenant shall immediately pay to Landlord the full replacement cost of such items, less any insurance proceeds actually received by Landlord from Landlord's or Tenant's insurance with respect to such items.

17.3 Abatement of Rent. If as a result of any such damage, repair, reconstruction and/or restoration of the Premises or the Building, Tenant is prevented from using, and does not use, the Premises or any portion thereof, then Rent shall be abated or reduced, as the case may be, during the period that Tenant continues to be so prevented from using and does not use the Premises or portion thereof, in the proportion that the rentable square feet of the Premises that Tenant is prevented from using, and does not use, bears to the total rentable square feet of the Premises, but only to the extent of the proceeds that Landlord receives from the rental loss insurance maintained by Landlord, from the date of the damage until the Premises is restored. Notwithstanding the foregoing to the contrary, if the damage is due to the negligence or willful misconduct of Tenant or any of Tenant's Parties, there shall be no abatement of Rent. Except for abatement of Rent as provided hereinabove, Tenant shall not be entitled to any compensation or damages for loss of, or interference with, Tenant's business or use or access of all or any part of the Premises resulting from any such damage, repair, reconstruction or restoration.

17.4 Inability to Complete. Notwithstanding anything to the contrary contained in this Article 17, if Landlord is obligated or elects to repair, reconstruct and/or restore the damaged portion of the Building or Premises pursuant to Section 17.1 above, but is delayed from completing such repair, reconstruction and/or restoration beyond the date which is six (6) months after the date estimated by Landlord's contractor for completion thereof pursuant to Section 17.1, by reason of any causes beyond the reasonable control of Landlord (including, without limitation, delays due to Force Majeure, and delays caused by Tenant or any of Tenant's Parties), then Landlord may elect to terminate this Lease upon thirty (30) days' prior written notice to Tenant.

17.5 Damage to the Property. If there is a total destruction of the improvements on the Property or partial destruction of such improvements, the cost of restoration of which would exceed one-third (1/3) of the then replacement value of all improvements on the Property, by any cause whatsoever, whether or not insured against and whether or not the Premises are partially or totally destroyed, Landlord may within a period of one hundred eighty (180) days after the occurrence of such destruction, notify Tenant in writing that it elects not to so reconstruct or restore such improvements, in which event this Lease shall cease and terminate as of the date of such destruction.

17.6 Damage Near End of Term. In addition to its termination rights in Sections 17.1, 17.4 and 17.5 above, Landlord shall have the right to terminate this Lease if any damage to the Building or Premises occurs during the last twelve (12) months of the Term and Landlord's contractor estimates in writing delivered to the parties that the repair, reconstruction or restoration of such damage cannot be completed within the earlier of (a) the scheduled expiration date of the Term, or (b) sixty (60) days after the date of such casualty.

17.7 Tenant's Termination Right. In the event of any damage or destruction which affects Tenant's use and enjoyment of the Premises which is not caused by Tenant or any of Tenant's Parties, if Tenant's possession and use of the Premises cannot be restored by Landlord within two hundred seventy (270) days for reasons other than delays caused by Tenant or any of Tenant's Parties, Tenant shall have the right to terminate this Lease upon written notice to Landlord.

17.8 Waiver of Termination Right. This Lease sets forth the terms and conditions upon which this Lease may terminate in the event of any damage or destruction. Accordingly, except as expressly provided herein, Tenant hereby waives any and all provisions of applicable Law that provide alternative rights for the parties in the event of damage or destruction (including, without limitation, to the extent the Premises are located in California, the provisions of California Civil Code Section 1932, Subsection 2, and Section 1933, Subsection 4 and any successor statute or laws of a similar nature).

ARTICLE 18 - CONDEMNATION

18.1 Substantial or Partial Taking. Subject to the provisions of Section 18.3 below, either party may terminate this Lease if any material part of the Premises is taken or condemned for any public or quasi-public use under law, by eminent domain or private purchase in lieu thereof (a "Taking"). Landlord shall also have the right to terminate this Lease if there is a Taking of any portion of the Building or the Property which would have a material adverse effect on Landlord's ability to profitably operate the remainder of the Building and/or the Property. The terminating party shall provide written notice of termination to the other party within thirty (30) days after it first receives notice of the Taking. The termination shall be effective as of the effective date of any order granting possession to, or vesting legal title in, the condemning authority. If this Lease is not terminated, Base Rent and all other elements of this Lease which are dependant upon the area of the Premises, the Building or the Property shall be appropriately adjusted to account for any reduction in the square footage of the Premises, Building or Property, as applicable. All compensation awarded for a Taking shall be the property of Landlord. The right to receive compensation or proceeds are expressly waived by Tenant, however, Tenant may file a separate claim for Tenant's furniture, fixtures, equipment and other personal property, loss of goodwill and Tenant's reasonable relocation expenses, provided the filing of the claim does not diminish the amount of Landlord's award.

18.2 **Condemnation Award.** Subject to the provisions of Section 18.3 below, in connection with any Taking of the Premises or the Building, Landlord shall be entitled to receive the entire amount of any award which may be made or given in such taking or condemnation, without deduction or apportionment for any estate or interest of Tenant, it being expressly understood and agreed by Tenant that no portion of any such award shall be allowed or paid to Tenant for any so-called bonus or excess value of this Lease, and such bonus or excess value shall be the sole property of Landlord. Tenant shall not assert any claim against Landlord or the taking authority for any compensation because of such taking (including any claim for bonus or excess value of this Lease); provided, however, if any portion of the Premises is taken, Tenant shall be granted the right to recover from the condemning authority (but not from Landlord) any compensation as may be separately awarded or recoverable by Tenant for the taking of Tenant's furniture, fixtures, equipment and other personal property within the Premises, for Tenant's relocation expenses, and for any loss of goodwill or other damage to Tenant's business by reason of such taking.

18.3 **Temporary Taking.** In the event of a Taking of the Premises or any part thereof for temporary use, (a) this Lease shall be and remain unaffected thereby and Rent shall not abate, and (b) Tenant shall be entitled to receive for itself such portion or portions of any award made for such use with respect to the period of the taking which is within the Term, provided that if such taking shall remain in force at the expiration or earlier termination of this Lease, Tenant shall perform its obligations with respect to surrender of the Premises and shall pay to Landlord the portion of any award which is attributable to any period of time beyond the Term expiration date. For purpose of this Section 18.3, a temporary taking shall be defined as a taking for a period of two hundred seventy (270) days or less.

18.4 **Waiver.** Tenant hereby waives any rights it may have pursuant to any applicable Laws (including, without limitation, to the extent the Premises are located in California, any rights Tenant might otherwise have pursuant to Section 1265.130 of the California Code of Civil Procedure) and agrees that the provisions hereof shall govern the parties' rights in the event of any Taking.

ARTICLE 19 - WAIVER OF CLAIMS; WAIVER OF SUBROGATION

19.1 **Tenant Waiver.** Tenant hereby waives its rights against Landlord for any claims or damages or losses, including any deductibles and self-insured amounts, which are caused by or result from (a) any occurrence insured under any property insurance policy carried by Tenant, or (b) any occurrence which would have been covered under any property insurance required to be obtained and maintained by Tenant under this Lease had such insurance been obtained and maintained as required. The foregoing waiver shall be in addition to, and not a limitation of, any other waivers or releases contained in this lease.

19.2 **Landlord Waiver.** Landlord hereby waives its rights against Tenant for any claims or damages or losses, including any deductibles and self-insured amounts, which are caused by or result from any occurrence insured under any property insurance policy carried by Landlord. The foregoing waiver shall be in addition to, and not a limitation of, any other waivers or releases contained in this lease.

19.3 **Waiver of Insurers.** Tenant shall cause each property insurance policy carried by Tenant to provide that the insurer waives all rights of recovery by way of subrogation against Landlord, in connection with any claims, losses and damages covered by such policy. If Tenant fails to maintain insurance for an insurable loss, such loss shall be deemed to be self-insured with a deemed full waiver of subrogation as set forth in the immediately preceding sentence. Likewise, Landlord shall cause each property insurance policy carried by Landlord to provide that the insurer waives all rights of recovery by way of subrogation against Tenant, in connection with any claims, losses and damages covered by such policy to the extent such separate waiver or endorsement is required for such waiver of subrogation under Landlord's property damage insurance. If Landlord fails to maintain insurance for an insurable loss, such loss shall be deemed to be self-insured with a deemed full waiver of subrogation as set forth in the immediately preceding sentence.

ARTICLE 20 - ASSIGNMENT AND SUBLETTING

20.1 **Restriction on Transfer.** Except with respect to a Permitted Transfer pursuant to Section 20.6 below, Tenant shall not, without the prior written consent of Landlord, which consent Landlord will not unreasonably withhold, assign this Lease or any interest herein or sublet the Premises or any part thereof, or permit the use or occupancy of the Premises by any party other than Tenant (any such assignment, encumbrance, sublease, license or the like being sometimes referred to as a "Transfer"). In no event may Tenant encumber or hypothecate this Lease or the Premises. This prohibition against Transfers shall be construed to include a prohibition against any assignment or subletting by operation of law. Any Transfer without Landlord's consent (except for a Permitted Transfer pursuant to Section 20.6 below) shall constitute a default by Tenant under this Lease, and in addition to all of Landlord's other remedies at law, in equity or under this Lease, such Transfer shall be voidable at Landlord's election. For purposes of this Article 20, other than with respect to a Permitted Transfer under Section 20.6 and transfers of stock of Tenant if Tenant is a publicly-held corporation and such stock is transferred publicly over a recognized security exchange or over-the-counter market, if Tenant is a corporation, partnership or other entity, any transfer, assignment, encumbrance or hypothecation of twenty-five percent (25%) or more (individually or in the aggregate) of any stock or other ownership interest in such entity, and/or any transfer, assignment, hypothecation or encumbrance of any controlling ownership or voting interest in such entity, shall be deemed an assignment of this Lease and shall be subject to all of the restrictions and provisions contained in this Article 20.

20.2 **Landlord's Options.** If Tenant desires to effect a Transfer, then at least thirty (30) days prior to the date when Tenant desires the Transfer to be effective (the "Transfer Date"), Tenant shall deliver to Landlord

written notice ("Transfer Notice") setting forth the terms and conditions of the proposed Transfer and the identity of the proposed assignee, sublessee or other transferee (sometimes referred to hereinafter as a "Transferee"). Tenant shall also deliver to Landlord with the Transfer Notice, a current financial statement and such evidence of financial responsibility and standing as Landlord may reasonably require of the Transferee which have been certified or audited by a reputable independent accounting firm acceptable to Landlord, and such other information concerning the business background and financial condition of the proposed Transferee as Landlord may reasonably request. Except with respect to a Permitted Transfer, within fifteen (15) business days of Landlord's receipt of any Transfer Notice, and any additional information requested by Landlord pursuant to this Section 20.2, Landlord will notify Tenant of its election to do one of the following: (a) consent to the proposed Transfer subject to such reasonable conditions as Landlord may impose in providing such consent; (b) refuse such consent, which refusal shall be on reasonable grounds; or (c) terminate this Lease as to all or such portion of the Premises which is proposed to be sublet or assigned and recapture all or such portion of the Premises for reletting by Landlord, which termination shall be effective as of the proposed Transfer Date. If Landlord exercises its option to terminate the Lease with respect to only a portion of the Premises following Tenant's request for Landlord's approval of the proposed sublease of such space, Landlord shall be responsible for the construction of any demising wall which Landlord reasonably deems necessary to separate such space from the remainder of the Premises.

20.3 Additional Conditions; Excess Rent. A condition to Landlord's consent to any Transfer will be the delivery to Landlord of a true copy of the fully executed instrument of assignment, sublease, transfer or hypothecation, in form and substance reasonably satisfactory to Landlord, an original of Landlord's standard consent form executed by both Tenant and the proposed Transferee, and an affirmation of guaranty in form satisfactory to Landlord executed by each guarantor of this Lease, if any. In addition, Tenant shall pay to Landlord as Additional Rent within thirty (30) days after receipt thereof, without affecting or reducing any other obligations of Tenant hereunder, fifty percent (50%) of any rent or other economic consideration received by Tenant as a result of any Transfer which exceeds, in the aggregate, (i) the total Rent which Tenant is obligated to pay Landlord under this Lease (prorated to reflect obligations allocable to any portion of the Premises subleased) for the applicable period, plus (ii) any reasonable brokerage commissions and attorneys' fees actually paid by Tenant in connection with such Transfer, which commissions and fees shall, for purposes of the aforesaid calculation, be amortized on a straight-line basis over the term of such assignment or sublease. If Tenant effects a Transfer or requests the consent of Landlord to any Transfer (whether or not such Transfer is consummated), then, upon demand, and as a condition precedent to Landlord's consideration of the proposed assignment or sublease, Tenant agrees to pay Landlord a non-refundable administrative fee of Five Hundred Dollars (\$500.00), plus Landlord's reasonable attorneys' and paralegal fees and other costs incurred by Landlord in reviewing such proposed assignment or sublease (whether attributable to Landlord's in-house attorneys or paralegals or otherwise). Acceptance of the Five Hundred Dollar (\$500.00) administrative fee and/or reimbursement of Landlord's attorneys' and/or paralegal fees shall in no event obligate Landlord to consent to any proposed Transfer.

20.4 Reasonable Disapproval. Without limiting in any way Landlord's right to withhold its consent on any reasonable grounds, it is agreed that Landlord will not be acting unreasonably in refusing to consent to a Transfer if, in Landlord's reasonable opinion: (a) the proposed Transfer would result in more than two subleases of portions of the Premises being in effect at any one time during the Term; (b) the net worth or financial capabilities of a proposed assignee is less than that of Tenant and each guarantor of this Lease, if any, or the proposed assignee or subtenant does not have the financial capability to fulfill the obligations imposed by the Transfer; (c) the proposed Transferee is an existing tenant of the Building or Property or is negotiating with Landlord (or has negotiated with Landlord in the last six (6) months) for space in the Building or the Property; (d) the proposed Transferee is a governmental entity; (e) the portion of the Premises to be sublet or assigned is irregular in shape with inadequate means of ingress and egress; (f) the proposed Transfer involves a change of use of the Premises or would violate any exclusive use covenant to which Landlord is bound; (g) the Transfer would likely result in significant increase in the use of the parking areas by the Transferee's employees or visitors, and/or significantly increase the demand upon utilities and services to be provided by Landlord to the Premises; or (h) the Transferee is not in Landlord's reasonable opinion of reputable or good character or consistent with Landlord's desired tenant mix for the Building.

20.5 No Release. No Transfer, occupancy or collection of rent from any proposed Transferee shall be deemed a waiver on the part of Landlord, or the acceptance of the Transferee as Tenant and no Transfer shall release Tenant of Tenant's obligations under this Lease or alter the primary liability of Tenant to pay Rent and to perform all other obligations to be performed by Tenant hereunder. Landlord may require that any Transferee remit directly to Landlord on a monthly basis, all monies due Tenant by said Transferee, and each sublease shall provide that if Landlord gives said sublessee written notice that Tenant is in default under this Lease, said sublessee will thereafter make all payments due under the sublease directly to or as directed by Landlord, which payments will be credited against any payments due under this Lease. Tenant hereby irrevocably and unconditionally assigns to Landlord all rents and other sums payable under any sublease of the Premises; provided, however, that Landlord hereby grants Tenant a license to collect all such rents and other sums so long as Tenant is not in default under this Lease. Consent by Landlord to one Transfer shall not be deemed consent to any subsequent Transfer. In the event of default by any Transferee of Tenant or any successor of Tenant in the performance of any of the terms hereof, Landlord may proceed directly against Tenant without the necessity of exhausting remedies against such Transferee or successor. Landlord may consent to subsequent assignments of the Lease or sublettings or amendments or modifications to the Lease with assignees of Tenant, without notifying Tenant, or any successor of Tenant, and without obtaining its or their consent thereto and any such actions shall not relieve Tenant of liability under this Lease. To the extent the Premises are located in California, Tenant hereby waives (for itself and all persons claiming under Tenant) the provisions of Civil Code Section 1995.310.

20.6 Permitted Transfers. Notwithstanding the provisions of Section 20.1 above to the contrary, provided that Tenant is not then in default, Tenant may assign this Lease or sublet the Premises or any portion

thereof (herein, a "Permitted Transfer"), without Landlord's consent to any entity that controls, is controlled by or is under common control with Tenant, or to any entity resulting from a merger or consolidation with Tenant, or to any person or entity which acquires all the assets of Tenant's business as a going concern (each, a "Permitted Transferee"), provided that: (a) at least thirty (30) days prior to such assignment or sublease, Tenant delivers to Landlord a reasonably detailed description of the proposed Transfer and the financial statements and other financial and background information of the assignee or sublessee described in Section 20.2 above; (b) in the case of an assignment, the assignee assumes, in full, the obligations of Tenant under this Lease (or in the case of a sublease, the sublessee of a portion of the Premises or Term assumes, in full, the obligations of Tenant with respect to such portion) pursuant to an assignment and assumption agreement (or a sublease, as applicable) reasonably acceptable to Landlord, a fully executed copy of which is delivered to Landlord within thirty (30) days following the effective date of such assignment or subletting; (c) each guarantor of this Lease executes a reaffirmation of its guaranty in form satisfactory to Landlord; (d) the tangible net worth of the assignee or sublessee equals or exceeds that of Tenant as of (i) the date of execution of this Lease, or (ii) the date immediately preceding the proposed Transfer, whichever is greater; (e) Tenant remains fully liable under this Lease; (f) the use of the Premises is pursuant to Section 1.10 of the Lease; (g) such transaction is not entered into as a subterfuge to avoid the restrictions and provisions of this Article 20 and will not violate any exclusive use covenant to which Landlord is bound; and (h) with respect to a subletting only, Tenant and such Permitted Transferee execute Landlord's standard consent to sublease form; and (i) Tenant is not in default under the Lease.

ARTICLE 21 - SURRENDER AND HOLDING OVER

21.1 **Surrender of Premises.** Upon the expiration or sooner termination of this Lease, Tenant shall surrender all keys for the Premises and exclusive possession of the Premises to Landlord broom clean and in good condition and repair, reasonable wear and tear excepted (and casualty damage excepted), with all of Tenant's personal property, electronic, fiber, phone and data cabling and related equipment that is installed by or for the exclusive benefit of Tenant (to be removed in accordance with the National Electric Code and other applicable Laws) and those items, if any, of Alterations identified by Landlord pursuant to Section 13.1, removed therefrom and all damage caused by such removal repaired. If Tenant fails to remove by the expiration or sooner termination of this Lease all of its personal property and Alterations identified by Landlord for removal pursuant to Section 13.1, Landlord may, (without liability to Tenant for loss thereof), at Tenant's sole cost and in addition to Landlord's other rights and remedies under this Lease, at law or in equity: (a) remove and store such items in accordance with applicable Law; and/or (b) upon ten (10) days' prior notice to Tenant, sell all or any such items at private or public sale for such price as Landlord may obtain as permitted under applicable Law. Landlord shall apply the proceeds of any such sale to any amounts due to Landlord under this Lease from Tenant (including Landlord's attorneys' fees and other costs incurred in the removal, storage and/or sale of such items), with any remainder to be paid to Tenant.

21.2 **Holding Over.** Tenant will not be permitted to hold over possession of the Premises after the expiration or earlier termination of the Term without the express written consent of Landlord, which consent Landlord may withhold in its sole and absolute discretion. If Tenant holds over after the expiration or earlier termination of the Term with or without the express written consent of Landlord, then, in addition to all other remedies available to Landlord, Tenant shall become a tenant at sufferance only, upon the terms and conditions set forth in this Lease so far as applicable (including Tenant's obligation to pay all Additional Rent under this Lease), but at a Monthly Base Rent equal to one hundred fifty percent (150%) of the Monthly Base Rent applicable to the Premises immediately prior to the date of such expiration or earlier termination. Any such holdover Rent shall be paid on a per month basis without reduction for partial months during the holdover. Acceptance by Landlord of Rent after such expiration or earlier termination shall not constitute consent to a hold over hereunder or result in an extension of this Lease. This Section 21.2 shall not be construed to create any express or implied right to holdover beyond the expiration of the Term or any extension thereof. Tenant shall be liable, and shall pay to Landlord within ten (10) days of demand, for all losses incurred by Landlord as a result of such holdover, and shall indemnify, defend and hold Landlord and the Landlord Parties harmless from and against all liabilities, damages, losses, claims, suits, costs and expenses (including reasonable attorneys' fees and costs) arising from or relating to any such holdover tenancy, including without limitation, any claim for damages made by a succeeding tenant. Tenant's indemnification obligation hereunder shall survive the expiration or earlier termination of this Lease. The foregoing provisions of this Section 21.2 are in addition to, and do not affect, Landlord's right of re-entry or any other rights of Landlord hereunder or otherwise at law or in equity.

ARTICLE 22 - DEFAULTS

22.1 **Tenant's Default.** The occurrence of any one or more of the following events shall constitute a "Default" under this Lease by Tenant:

- a. the vacation or abandonment of the Premises by Tenant. "Abandonment" is herein defined to include, but is not limited to, any absence by Tenant from the Premises for five (5) business days or longer while in default of any other provision of this Lease;
- b. the failure by Tenant to make any payment of Rent, Additional Rent or any other payment required to be made by Tenant hereunder, where such failure continues for five (5) days after written notice thereof from Landlord that such payment was not received when due; provided that if Landlord provides two (2) or more notices of late payment within any twelve (12) month period, then the third failure of Tenant to make any payment of Rent or any other payment required to be made by Tenant hereunder when due in the twelve (12) month period following the second (2nd) such notice shall be an automatic Default without notice from Landlord;

c. the failure by Tenant to observe or perform any of the express or implied covenants or provisions of this Lease to be observed or performed by Tenant, other than as specified in Sections 22.1(a) or (b) above, where such failure shall continue for a period of ten (10) days after written notice thereof from Landlord to Tenant; provided, however, that if the nature of Tenant's default is such that it may be cured but more than ten (10) days are reasonably required for its cure, then Tenant shall not be deemed to be in default if Tenant shall commence such cure within said ten (10) day period and thereafter diligently prosecute such cure to completion, which completion shall occur not later than ninety (90) days from the date of such notice from Landlord; or

d. a Bankruptcy Event (as defined below) involving Tenant shall occur, and in connection therewith Tenant is liquidated or dissolved or Tenant is proceeding towards its liquidation or dissolution.

Any notice sent by Landlord to Tenant pursuant to this Section 22.1 shall be in lieu of, and not in addition to, any notice required under any applicable Law.

ARTICLE 23 - REMEDIES OF LANDLORD

23.1 Landlord's Remedies; Termination. In the event of any such Default by Tenant, in addition to any other remedies available to Landlord under this Lease, at law or in equity (including, without limitation, to the extent the Premises are located in California, the remedies of Civil Code Section 1951.4 and any successor statute or similar Law, which provides that Landlord may continue this Lease in effect following Tenant's breach and abandonment and collect rent as it falls due, if Tenant has the right to sublet or assign, subject to reasonable limitations), Landlord shall have the immediate option to terminate this Lease and all rights of Tenant hereunder. If Landlord shall elect to so terminate this Lease, then Landlord may recover from Tenant: (a) the worth at the time of award of any unpaid Rent which had been earned at the time of such termination; plus (b) the worth at the time of the award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided; plus (c) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Tenant proves could be reasonably avoided; plus (d) any other amount necessary to compensate Landlord for all the detriment proximately caused by Tenant's failure to perform its obligations under this Lease or which, in the ordinary course of things, would be likely to result therefrom including, but not limited to: the total unamortized sum of any Abated Amount (amortized on a straight line basis over the initial Term of this Lease), Tenant Improvement costs; attorneys' fees; brokers' commissions; the costs of refurbishment, alterations, renovation and repair of the Premises; and removal (including the repair of any damage caused by such removal) and storage (or disposal) of Tenant's personal property, equipment, fixtures, Alterations, Tenant Improvements and any other items which Tenant is required under this Lease to remove but does not remove; plus (e) all other monetary damages allowed under applicable Law.

As used in Sections 23.1(a) and 23.1(b) above, the "worth at the time of award" is computed by allowing interest at the Interest Rate set forth in the Summary. As used in Section 23.1(c) above, the "worth at the time of award" is computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus one percent (1%). To the extent the Premises are located in California, Tenant hereby waives for Tenant and all those claiming under Tenant all right now or hereafter existing including, without limitation, any rights under California Code of Civil Procedure Sections 1174 and 1179 and Civil Code Section 1950.7 to redeem by order or judgment of any court or by any legal process or writ, Tenant's right of occupancy of the Premises after any termination of this Lease.

23.2 Landlord's Remedies; Continuation of Lease; Re-Entry Rights. In the event of any such Default by Tenant, in addition to any other remedies available to Landlord under this Lease, at law or in equity, Landlord shall also have the right to (a) continue this Lease in effect after Tenant's breach and abandonment and recover Rent as it becomes due, and (b) with or without terminating this Lease, to re-enter the Premises and remove all persons and property from the Premises; such property may be removed, stored and/or disposed of as permitted by applicable Law. No re-entry or taking possession of the Premises by Landlord pursuant to this Section 23.2, and no acceptance of surrender of the Premises or other action on Landlord's part, shall be construed as an election to terminate this Lease unless a written notice of such intention be given to Tenant or unless the termination thereof be decreed by a court of competent jurisdiction.

23.3 Landlord's Right to Perform. Except as specifically provided otherwise in this Lease, all covenants and agreements by Tenant under this Lease shall be performed by Tenant at Tenant's sole cost and expense and without any abatement or offset of Rent. In the event of any Default by Tenant, Landlord may, without waiving or releasing Tenant from any of Tenant's obligations, make such payment or perform such other act as required to cure such Default on behalf of Tenant. All sums so paid by Landlord and all necessary incidental costs incurred by Landlord in performing such other acts shall be payable by Tenant to Landlord within five (5) days after demand therefor as Additional Rent.

23.4 Rights and Remedies Cumulative. All rights, options and remedies of Landlord contained in this Article 23 and elsewhere in this Lease shall be construed and held to be cumulative, and no one of them shall be exclusive of the other, and Landlord shall have the right to pursue any one or all of such remedies or any other remedy or relief which may be provided by law or in equity, whether or not stated in this Lease. Nothing in this Article 23 shall be deemed to limit or otherwise affect Tenant's indemnification of Landlord pursuant to any provision of this Lease.

23.5 Costs Upon Default and Litigation. Tenant shall pay to Landlord and its mortgagees as Additional Rent all the expenses incurred by Landlord or its mortgagees in connection with any default by Tenant

hereunder or the exercise of any remedy by reason of any default by Tenant hereunder, including reasonable attorneys' fees and expenses. If Landlord or its mortgagees shall be made a party to any litigation commenced against Tenant or any litigation pertaining to this Lease or the Premises, at the option of Landlord and/or its mortgagees, Tenant, at its expense, shall provide Landlord and/or its mortgagees with counsel approved by Landlord and/or its mortgagees and shall pay all costs incurred or paid by Landlord and/or its mortgagees in connection with such litigation.

ARTICLE 24 - ENTRY BY LANDLORD

Landlord and its employees and agents shall at all reasonable times have the right to enter the Premises to inspect the same, to supply any service required to be provided by Landlord to Tenant under this Lease, to exhibit the Premises to prospective lenders or purchasers (or during the last year of the Term or during any default by Tenant, to prospective tenants), to post notices of non-responsibility, and/or to alter, improve or repair the Premises or any other portion of the Building or Property, all without being deemed guilty of or liable for any breach of Landlord's covenant of quiet enjoyment or any eviction of Tenant, and without abatement of Rent. In exercising such entry rights, Landlord shall endeavor to minimize, to the extent reasonably practicable, the interference with Tenant's business, and shall provide Tenant with reasonable advance notice (oral or written) of such entry (except in emergency situations and for scheduled services). For each of the foregoing purposes, Landlord shall at all times have and retain a key with which to unlock all of the doors in, upon and about the Premises, excluding Tenant's vaults and safes, and Landlord shall have the means which Landlord may deem proper to open said doors in an emergency in order to obtain entry to the Premises. Any entry to the Premises obtained by Landlord by any of said means or otherwise shall not under any circumstances be construed or deemed to be a forcible or unlawful entry into, or a detainer of, the Premises, or an eviction of Tenant from the Premises or any portion thereof, or grounds for any abatement or reduction of Rent and Landlord shall not have any liability to Tenant for any damages or losses on account of any such entry by Landlord.

ARTICLE 25 - LIMITATION ON LANDLORD'S LIABILITY

Notwithstanding anything contained in this Lease to the contrary, the obligations of Landlord under this Lease (including as to any actual or alleged breach or default by Landlord) do not constitute personal obligations of the individual members, investors, partners, directors, officers, or shareholders of Landlord or Landlord's members or partners, and Tenant shall not seek recourse against the individual members, investors, partners, directors, officers, or shareholders of Landlord or Landlord's members or partners or any other persons or entities having any interest in Landlord, or any of their personal assets for satisfaction of any liability with respect to this Lease. In addition, in consideration of the benefits accruing hereunder to Tenant and notwithstanding anything contained in this Lease to the contrary, Tenant hereby covenants and agrees for itself and all of its successors and assigns that the liability of Landlord for its obligations under this Lease (including any liability as a result of any actual or alleged failure, breach or default hereunder by Landlord), shall be limited solely to, and Tenant's and its successors' and assigns' sole and exclusive remedy shall be against, Landlord's interest in the Building, and no other assets of Landlord. The term "Landlord" as used in this Lease, so far as covenants or obligations on the part of the Landlord are concerned, shall be limited to mean and include only the owner or owners, at the time in question, of the fee title to, or a lessee's interest in a ground lease of, the Property. In the event of any transfer or conveyance of any such title or interest (other than a transfer for security purposes only), the transferor shall be automatically relieved of all covenants and obligations on the part of Landlord contained in this Lease. Landlord and Landlord's transferees and assignees shall have the absolute right to transfer all or any portion of their respective title and interest in the Premises, the Building, the Property and/or this Lease without the consent of Tenant, and such transfer or subsequent transfer shall not be deemed a violation on Landlord's part of any of the terms and conditions of this Lease.

ARTICLE 26 - SUBORDINATION

Tenant accepts this Lease subject and subordinate to any mortgage(s), deed(s) of trust, ground lease(s) or other lien(s) now or subsequently arising upon the Premises, the Building or the Property, and to renewals, modifications, refinancings and extensions thereof (collectively referred to as a "Mortgage"). This clause shall be self-operative, but no later than ten (10) business days after written request from Landlord or any holder of a Mortgage (a "Mortgagee"), Tenant shall execute a commercially reasonable subordination agreement. As an alternative, a Mortgagee shall have the right at any time to subordinate its Mortgage to this Lease. No later than ten (10) business days after written request by Landlord or any Mortgagee, Tenant shall, without charge, attorn to any successor to Landlord's interest in the Lease. Tenant hereby waives its rights under any current or future Law which gives or purports to give Tenant any right to terminate or otherwise adversely affect this Lease and the obligations of Tenant hereunder in the event of any such foreclosure proceeding or sale. Should Tenant fail to sign and return any such documents within said ten (10) business day period, Tenant shall be in default hereunder.

ARTICLE 27 - ESTOPPEL CERTIFICATE

Within ten (10) business days following Landlord's written request, Tenant shall execute and deliver to Landlord an estoppel certificate, in a form substantially similar to the form of Exhibit F attached hereto. Any such estoppel certificate delivered pursuant to this Article 27 may be relied upon by any mortgagee, beneficiary, purchaser or prospective purchaser of any portion of the Property, as well as their assignees. Tenant's failure to deliver such estoppel certificate following an additional two (2) business day cure period after notice shall constitute a default hereunder. Tenant's failure to deliver such certificate within such time shall be conclusive upon Tenant that this Lease is in full force and effect, without modification except as may be represented by Landlord, that there

are no uncured defaults in Landlord's performance, and that not more than one (1) month's Rent has been paid in advance.

ARTICLE 28 - RELOCATION OF PREMISES – Intentionally Deleted.

ARTICLE 29 - MORTGAGEE PROTECTION

If, in connection with Landlord's obtaining or entering into any financing or ground lease for any portion of the Building or Property, the lender or ground lessor shall request modifications to this Lease, Tenant shall, within thirty (30) days after request therefor, execute an amendment to this Lease including such modifications, provided such modifications are reasonable, do not increase the obligations of Tenant hereunder, or adversely affect the leasehold estate created hereby or Tenant's rights hereunder. In the event of any default on the part of Landlord, Tenant will give notice by registered or certified mail to any beneficiary of a deed of trust or mortgagee covering the Premises or ground lessor of Landlord whose address shall have been furnished to Tenant, and shall offer such beneficiary, mortgagee or ground lessor a reasonable opportunity to cure the default (including with respect to any such beneficiary or mortgagee, time to obtain possession of the Premises, subject to this Lease and Tenant's rights hereunder, by power of sale or judicial foreclosure, if such should prove necessary to effect a cure).

ARTICLE 30 - QUIET ENJOYMENT

Landlord covenants and agrees with Tenant that, upon Tenant performing all of the covenants and provisions on Tenant's part to be observed and performed under this Lease (including payment of Rent hereunder), Tenant shall have the right to use and occupy the Premises in accordance with and subject to the terms and conditions of this Lease as against all persons claiming by, through or under Landlord. This covenant shall be binding upon Landlord and its successors only during its or their respective periods of ownership of the Building.

ARTICLE 31 - MISCELLANEOUS PROVISIONS

31.1 **Broker.** Tenant represents that it has not had any dealings with any real estate broker, finder or intermediary with respect to this Lease, other than the Brokers specified in the Summary. Tenant shall indemnify, protect, defend (by counsel reasonably approved in writing by Landlord) and hold Landlord harmless from and against any and all claims, judgments, suits, causes of action, damages, losses, liabilities and expenses (including attorneys' fees and court costs) resulting from any breach by Tenant of the foregoing representation, including, without limitation, any claims that may be asserted against Landlord by any broker, agent or finder undisclosed by Tenant herein. Landlord shall indemnify, protect, and hold Tenant harmless from and against any and all claims, judgments, suits, causes of action, damages, losses, liabilities and expenses (including attorneys' fees and court costs) resulting from any other brokers claiming to have represented Landlord in connection with this Lease. The foregoing indemnities shall survive the expiration or earlier termination of this Lease. Landlord shall pay to the Brokers the brokerage fee, if any, pursuant to a separate written agreement between Landlord and Brokers.

31.2 **Governing Law.** This Lease shall be governed by, and construed pursuant to, the laws of the state in which the Building is located. Tenant shall comply with all governmental and quasi-governmental laws, ordinances and regulations applicable to the Building, Property and/or the Premises, including without limitation in relation to its Tenant Improvements, the Americans with Disabilities Act (and any rules, regulations, restrictions, guidelines, requirements or publications promulgated or published pursuant thereto (the "ADA")), and all rules and regulations adopted pursuant thereto and all covenants, conditions and restrictions applicable to and/or of record against the Building, Property and/or the Site (individually, a "Law" and collectively, the "Laws").

31.3 **Successors and Assigns.** Subject to the provisions of Article 25 above, and except as otherwise provided in this Lease, all of the covenants, conditions and provisions of this Lease shall be binding upon, and shall inure to the benefit of, the parties hereto and their respective heirs, personal representatives and permitted successors and assigns; provided, however, no rights shall inure to the benefit of any Transferee of Tenant unless the Transfer to such Transferee is made in compliance with the provisions of Article 20, and no options or other rights which are expressly made personal to the original Tenant hereunder or in any rider attached hereto shall be assignable to or exercisable by anyone other than the original Tenant under this Lease.

31.4 **No Merger.** The voluntary or other surrender of this Lease by Tenant or a mutual termination thereof shall not work as a merger and shall, at the option of Landlord, either (a) terminate all or any existing subleases, or (b) operate as an assignment to Landlord of Tenant's interest under any or all such subleases.

31.5 **Professional Fees.** If either Landlord or Tenant should bring suit (or alternate dispute resolution proceedings) against the other with respect to this Lease, including for unlawful detainer or any other relief against the other hereunder, then all costs and expenses incurred by the prevailing party therein (including, without limitation, its actual appraisers', accountants', attorneys' and other professional fees, expenses and court costs), shall be paid by the other party.

31.6 **Waiver.** The waiver by either party of any breach by the other party of any term, covenant or condition herein contained shall not be deemed to be a waiver of any subsequent breach of the same or any other term, covenant and condition herein contained, nor shall any custom or practice which may become established between the parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of any party to insist upon the performance by the other in strict accordance with said terms. No waiver of any default of either party hereunder shall be implied from any acceptance by Landlord or delivery by Tenant (as the

case may be) of any Rent or other payments due hereunder or any omission by the non-defaulting party to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect defaults other than as specified in said waiver.

31.7 Terms and Headings. The words "Landlord" and "Tenant" as used herein shall include the plural as well as the singular. Words used in any gender include other genders. The Article and Section headings of this Lease are not a part of this Lease and shall have no effect upon the construction or interpretation of any part hereof. Any deletion of language from this Lease prior to its execution by Landlord and Tenant shall not be construed to raise any presumption, canon of construction or implication, including, without limitation, any implication that the parties intended thereby to state the converse of the deleted language. The parties hereto acknowledge and agree that each has participated in the negotiation and drafting of this Lease; therefore, in the event of an ambiguity in, or dispute regarding the interpretation of, this Lease, the interpretation of this Lease shall not be resolved by any rule of interpretation providing for interpretation against the party who caused the uncertainty to exist or against the draftsman.

31.8 Time. Time is of the essence with respect to performance of every provision of this Lease in which time or performance is a factor.

31.9 Business Day. A "business day" is Monday through Friday, excluding holidays observed by the United States Postal Service and reference to 5:00 p.m. is to the time zone of the recipient. Whenever action must be taken (including the giving of notice or the delivery of documents) under this Lease during a certain period of time (or by a particular date) that ends (or occurs) on a non-business day, then such period (or date) shall be extended until the immediately following business day.

31.10 Payments and Notices. All Rent and other sums payable by Tenant to Landlord hereunder shall be paid to Landlord at the address designated in the Summary, or to such other persons and/or at such other places as Landlord may hereafter designate in writing. Any notice required or permitted to be given hereunder must be in writing and may be given by personal delivery (including delivery by nationally recognized overnight courier or express mailing service), or by registered or certified mail, postage prepaid, return receipt requested, addressed to Tenant at the address(es) designated in the Summary, or to Landlord at the address(es) designated in the Summary. Either party may, by written notice to the other, specify a different address for notice purposes. Notice given in the foregoing manner shall be deemed given (i) upon confirmed transmission if sent by facsimile transmission, provided such transmission is prior to 5:00 p.m. on a business day (if such transmission is after 5:00 p.m. on a business day or is on a non-business day, such notice will be deemed given on the following business day), (ii) when actually received or refused by the party to whom sent if delivered by a carrier or personally served or (iii) if mailed, on the day of actual delivery or refusal as shown by the certified mail return receipt or the expiration of three (3) business days after the day of mailing, whichever first occurs.

31.11 Prior Agreements; Amendments. This Lease, including the Summary and all Exhibits attached hereto, contains all of the covenants, provisions, agreements, conditions and understandings between Landlord and Tenant concerning the Premises and any other matter covered or mentioned in this Lease, and no prior agreement or understanding, oral or written, express or implied, pertaining to the Premises or any such other matter shall be effective for any purpose. No provision of this Lease may be amended or added to except by an agreement in writing signed by the parties hereto or their respective successors in interest. The parties acknowledge that all prior agreements, representations and negotiations are deemed superseded by the execution of this Lease to the extent they are not expressly incorporated herein.

31.12 Separability. The invalidity or unenforceability of any provision of this Lease shall in no way affect, impair or invalidate any other provision hereof, and such other provisions shall remain valid and in full force and effect to the fullest extent permitted by law.

31.13 Recording. Neither Landlord nor Tenant shall record this Lease or a short form memorandum of this Lease.

31.14 Accord and Satisfaction. No payment by Tenant or receipt by Landlord of a lesser amount than the Rent payment herein stipulated shall be deemed to be other than on account of the Rent, nor shall any endorsement or statement on any check or any letter accompanying any check or payment as Rent be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such Rent or pursue any other remedy provided in this Lease. Tenant agrees that each of the foregoing covenants and agreements shall be applicable to any covenant or agreement either expressly contained in this Lease or imposed by any statute or at common law.

31.15 Financial Statements. Upon thirty (30) days prior written request from Landlord (which Landlord may make at any time during the Term including in connection with Tenant's exercise of any Option in this Lease, but no more often than two (2) times in any calendar year, other than in the event of a default by Tenant during such calendar year or the exercise of any Option in such calendar year, when such limitation shall not apply), Tenant shall deliver to Landlord (a) a current financial statement of Tenant and any guarantor of this Lease, and (b) financial statements of Tenant and such guarantor for the two (2) years prior to the current financial statement year. Such statements shall be prepared in accordance with generally acceptable accounting principles and certified as true in all material respects by Tenant (if Tenant is an individual) or by an authorized officer, member/manager or general partner of Tenant (if Tenant is a corporation, limited liability company or partnership, respectively).

31.16 **No Partnership.** Landlord does not, in any way or for any purpose, become a partner of Tenant in the conduct of its business, or otherwise, or joint venturer or a member of a joint enterprise with Tenant by reason of this Lease.

31.17 **Force Majeure.** If either party hereto shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lock-outs, labor troubles, inability to procure materials, failure of power, governmental moratorium or other governmental action or inaction (including, without limitation, failure, refusal or delay in issuing permits, approvals and/or authorizations), injunction or court order, riots, insurrection, war, terrorism, bioterrorism, fire, earthquake, flood or other natural disaster or other reason of a like nature not the fault of the party delaying in performing work or doing acts required under the terms of this Lease (but excluding delays due to financial inability) (herein collectively, "Force Majeure Delays"), then performance of such act shall be excused for the period of the delay and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay. The provisions of this Section 31.17 shall not apply to nor operate to excuse Tenant from the payment of Monthly Base Rent, or any Additional Rent or any other payments strictly in accordance with the terms of this Lease.

31.18 **Counterparts.** This Lease may be executed in one or more counterparts, each of which shall constitute an original and all of which shall be one and the same agreement.

31.19 **Nondisclosure of Lease Terms.** Tenant acknowledges and agrees that the terms of this Lease are confidential and constitute proprietary information of Landlord. Disclosure of the terms could adversely affect the ability of Landlord to negotiate other leases and impair Landlord's relationship with other tenants. Accordingly, Tenant agrees that it, and its partners, officers, directors, employees, agents and attorneys, shall not intentionally and voluntarily disclose the terms and conditions of this Lease to any newspaper or other publication or any other tenant or apparent prospective tenant of the Building or other portion of the Property, or real estate agent, either directly or indirectly, without the prior written consent of Landlord, provided, however, that Tenant may disclose the terms to prospective subtenants or assignees under this Lease.

31.20 **Tenant's Authority.** If Tenant executes this Lease as a partnership, corporation or limited liability company, then Tenant and the persons and/or entities executing this Lease on behalf of Tenant represent and warrant that: (a) Tenant is a duly organized and existing partnership, corporation or limited liability company, as the case may be, and is qualified to do business in the state in which the Building is located; (b) such persons and/or entities executing this Lease are duly authorized to execute and deliver this Lease on Tenant's behalf; and (c) this Lease is binding upon Tenant in accordance with its terms. Tenant shall provide to Landlord a copy of any documents reasonably requested by Landlord evidencing such qualification, organization, existence and authorization within ten (10) days of Landlord's request. Tenant represents and warrants to Landlord that Tenant is not, and the entities or individuals constituting Tenant or which may own or control Tenant or which may be owned or controlled by Tenant are not, (i) in violation of any Laws relating to terrorism or money laundering, or (ii) among the individuals or entities identified on any list compiled pursuant to Executive Order 13224 for the purpose of identifying suspected terrorists or on the most current list published by the U.S. Treasury Department Office of Foreign Assets Control at its official website, <http://www.treas.gov/ofac/tlisdn.pdf> or any replacement website or other replacement official publication of such list.

31.21 **Joint and Several Liability.** If more than one person or entity executes this Lease as Tenant: (a) each of them is and shall be jointly and severally liable for the covenants, conditions, provisions and agreements of this Lease to be kept, observed and performed by Tenant; and (b) the act or signature of, or notice from or to, any one or more of them with respect to this Lease shall be binding upon each and all of the persons and entities executing this Lease as Tenant with the same force and effect as if each and all of them had so acted or signed, or given or received such notice.

31.22 **No Option.** The submission of this Lease for examination or execution by Tenant does not constitute a reservation of or option for the Premises and this Lease shall not become effective as a Lease until it has been executed by Landlord and delivered to Tenant.

31.23 **Options and Rights in General.** Any option (each an "Option" and collectively, the "Options"), including without limitation, any option to extend, option to terminate, option to expand, right to lease, right of first offer, and/or right of first refusal, granted to Tenant is personal to the original Tenant executing this Lease or a Permitted Transferee and may be exercised only by the original Tenant executing this Lease while occupying the entire Premises and without the intent of thereafter assigning this Lease or subletting the Premises or a Permitted Transferee and may not be exercised or be assigned, voluntarily or involuntarily, by any person or entity other than the original Tenant executing this Lease or a Permitted Transferee. The Options, if any, granted to Tenant under this Lease are not assignable separate and apart from this Lease, nor may any Option be separated from this Lease in any manner, either by reservation or otherwise. Tenant will have no right to exercise any Option, notwithstanding any provision of the grant of option to the contrary, and Tenant's exercise of any Option may be nullified by Landlord and deemed of no further force or effect, if (i) Tenant is in default under the terms of this Lease (or if Tenant would be in such default under this Lease but for the passage of time or the giving of notice, or both) as of Tenant's exercise of the Option in question or at any time after the exercise of any such Option and prior to the commencement of the Option event, (ii) Tenant has sublet all or more than fifty percent (50%) of the Premises except pursuant to a Permitted Transfer, or (iii) Landlord has given Tenant two (2) or more notices of default, whether or not such defaults are subsequently cured, during any twelve (12) consecutive month period of this Lease. Each Option granted to Tenant, if any, is hereby deemed an economic term which Landlord, in its sole and absolute discretion, may or may not offer in conjunction with any future extensions of the Term.

31.24 **Bankruptcy.** If at any time during the Term there is a Bankruptcy Event, the following provisions shall apply:

a. Any receiver, assignee for the benefit of creditors ("assignee"), trustee of any kind, or Tenant as debtor-in-possession ("debtor") shall either expressly assume or reject this Lease within sixty (60) days following the assignment to the assignee or the filing of the pleading initiating the receivership or bankruptcy case. All such parties agree that they will not seek court permission to extend such time for assumption or rejection. Failure to assume or reject in the time set forth herein shall mean that this Lease may be terminated at Landlord's option. Rejection of this Lease shall be a default under this Lease.

b. If this Lease is assumed by a debtor, receiver, assignee or trustee, such party shall immediately after such assumption (1) cure any default or provide adequate assurances that defaults will be promptly cured; (2) pay Landlord for actual pecuniary loss or provide adequate assurances that compensation will be made for such loss; and (3) provide adequate assurance of future performance.

c. Where a default exists under this Lease, the party assuming this Lease may not require Landlord to provide services or supplies incidental to this Lease before its assumption by such trustee or debtor, unless Landlord is compensated under the terms of this Lease for such services and supplies provided before the assumption of this Lease.

d. Landlord reserves all remedies available to Landlord in Article 23 or at law or in equity in respect of a Bankruptcy Event by Tenant, to the extent such remedies are permitted by applicable Laws.

For the purposes of this Section 31.24, the term "Bankruptcy Event" means (a) a court filing by or against Tenant, of pleadings to initiate a bankruptcy petition of any kind, or the appointment of a receiver or trustee of any or all of Tenant's assets; (b) a receiver or trustee taking possession of any of the assets of Tenant, or if the leasehold interest herein passes to a receiver or trustee; or (c) Tenant making an assignment for the benefit of creditors or petitioning for or entering into an arrangement with creditors during the Term.

[NO FURTHER TEXT ON THIS PAGE; SIGNATURES ON FOLLOWING PAGE]

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EXHIBITS:

Exhibit A	Premises Floor Plan
Exhibit B	Site Plan
Exhibit C	Work Letter Agreement
Exhibit D	Notice of Lease Term Dates
Exhibit E	Rules and Regulations
Exhibit F	Estoppel Certificate
Exhibit G	Environmental Questionnaire and Disclosure Statement

RIDERS:

Rider No. 1	Extension Option
Rider No. 2	Fair Market Rental Rate

THIS LEASE, entered into as of July 15, 2009 for reference purposes, is by and between LBA REALTY FUND II-WBP III, LLC, a Delaware limited liability company, hereinafter referred to as "Landlord", and RIVER MONTESSORI CHARTER SCHOOL, a California corporation, hereinafter referred to as "Tenant".

ARTICLE 1 - LEASE SUMMARY AND PROPERTY SPECIFIC PROVISIONS

1.1 **Landlord's Address:** LBA Realty Fund II-WBP III, LLC
LBA Realty, Inc.,
2550 N. First Street, Suite 180
San Jose, CA 95131
Attn.: Property Manager

With copies to: LBA Realty
17901 Von Karman, Suite 950
Irvine, California 92614
Attn: SVP - Operations
Telephone: (949) 833-0400
Facsimile: (949) 955-9350

AND

LBA Realty
1 Embarcadero Center, Suite 710
San Francisco, CA 94111
Attn.: Regional Manager

For payment of Rent: LBA Realty Fund II-WBP III, LLC
P.O. Box 51364
Los Angeles, CA 90051-5594

1.2 **Tenant's Address:** Before the Commencement Date:
731 H Street
Petaluma, CA 94952
Attn: Ann Mooney
Telephone: (707) 364-8254

From and after the Commencement Date:
At the Premises,
Attention: Ann Mooney

1.3 **Building:** The Building commonly known as 3880 Cypress Drive, Petaluma, California 94954. The Building, together with all other buildings, improvements and facilities, now or subsequently located upon the land (the "Site") as shown on the Site Plan attached hereto as Exhibit B (as such area may be expanded or reduced from time to time) is referred to herein as the "Property". Landlord and Tenant stipulate and agree that the Building contains 35,792 rentable square feet for all purposes of this Lease.

1.4 **Premises:** The area of the Building as outlined on the Premises Floor Plan attached hereto as Exhibit A. Landlord and Tenant stipulate and agree that the Premises contains 20,639 rentable square feet, for all purposes of this Lease.

1.5 **City:** The City of Petaluma, County of Sonoma, State of California.

1.6 **Commencement Date:** The Term of this Lease shall commence on September 1, 2009.

1.7 **Term:** Thirty-four (34) months, plus any partial month at the beginning of the Term, commencing on the Commencement Date and ending on the last day of the thirty-fourth (34th) full calendar month following the Commencement Date ("Expiration Date"). Each consecutive twelve (12) month period of the Term, commencing on the Commencement Date, will be referred to herein as a "Lease Year", with the exception of the last "year" which shall be ten months. See Rider No. 1 and Rider No. 2 attached hereto and incorporated herein by this reference for Tenant's option to extend the Term for two years.

1.8 **Monthly Base Rent:**

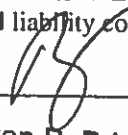
<u>Months or Period</u>	<u>Monthly Base Rent</u>
*1- 6	\$3,300.00
7 - 12	\$11,351.00
13 - 24	\$13,415.00
25 - 34	\$15,479.00

*Including any partial month at the beginning of the Term. The foregoing schedule starts as of the Commencement Date of the Term of the Lease and the first six (6) months of the Term also may be referred to as the "Initial Period." The inclusion of any partial month with the first full month of the

IN WITNESS WHEREOF, Landlord and Tenant have caused this Lease to be executed the date first above written.

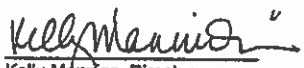
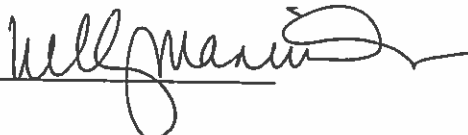
Landlord:

LBA REALTY FUND II-WBP III, LLC
a Delaware limited liability company

By:  Brad Neglia
Name: ~~Steven R. Briggs~~ Authorized Signatory
Its: ~~Authorized Signatory~~

Tenant:

RIVER MONTESSORI CHARTER SCHOOL,
a California corporation

By:  
Name: Kelly Mannion
Its: Director

For LBA Office Use Only: Prepared & Reviewed by: _____

EXHIBIT A

PREMISES FLOOR PLAN

EXHIBIT B

SITE PLAN

3880 Cypress Drive
Petaluma, CA
3880 Cypress Drive

Site Plan

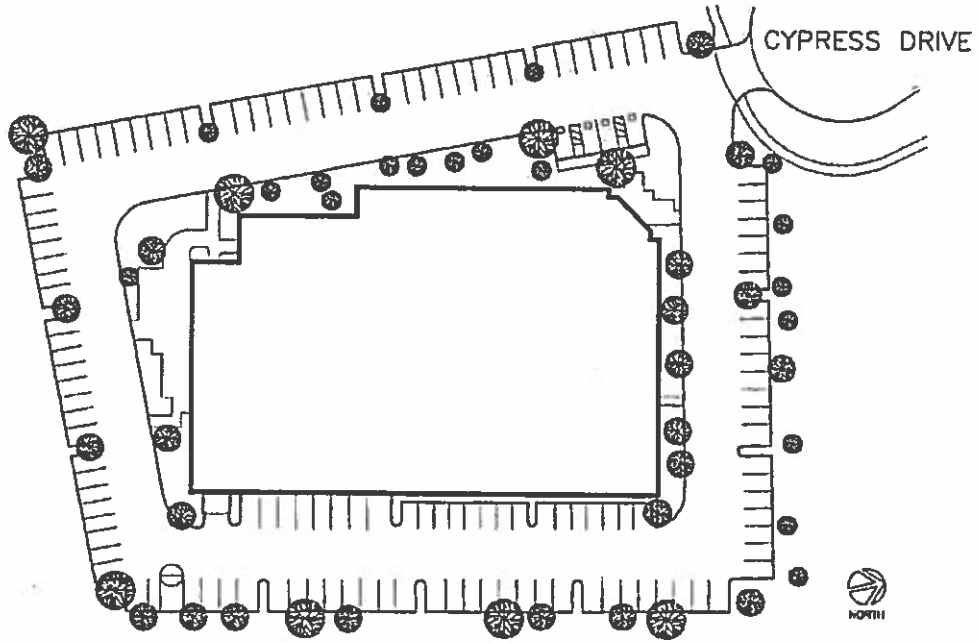


EXHIBIT C

WORK LETTER AGREEMENT
[Tenant Build]

This WORK LETTER AGREEMENT ("Work Letter Agreement") is entered into as of July 15, 2009, by and between, hereinafter referred to as "Landlord", and LBA REALTY FUND II-WBP III, LLC, a Delaware limited liability company ("Landlord"), and RIVER MONTESSORI CHARTER SCHOOL, a California corporation ("Tenant").

RECITALS:

A. Concurrently with the execution of this Work Letter Agreement, Landlord and Tenant have entered into a lease (the "Lease") covering certain premises (the "Premises") more particularly described in the Lease and outlined in Exhibit A to the Lease. All terms not defined herein have the same meaning as set forth in the Lease. To the extent applicable, the provisions of the Lease are incorporated herein by this reference.

B. In order to induce Tenant to enter into the Lease and in consideration of the mutual covenants hereinafter contained, Landlord and Tenant agree as follows:

1. TENANT IMPROVEMENTS. As used in the Lease and this Work Letter Agreement, the term "Tenant Improvements" or "Tenant Improvement Work" or "Tenant's Work" means those items of general tenant improvement construction described below and which will be shown on the Final Plans (described in Section 4 below). The Tenant Improvements will be constructed by Tenant over a period of time with much of the work being done in the summer of 2010. Although the Tenant Improvements will be constructed over a period of time, including a majority of the work after the Commencement Date, this Work Letter Agreement shall govern the construction of all of the Tenant improvements. The Tenant Improvements contemplated by Tenant will consist of the following:

(a) As outlined in the Floor Plan attached as Exhibit A to the Lease, Tenant will be installing classrooms, bathrooms administrative offices, break room and reception area. This work would occur during the summer of 2010, with the exception of additional boys and girls bathrooms which may be constructed in the fall of 2009. For the current school year starting in September of 2009, Tenant would utilize an open classroom arrangement without separate classroom walls.

(b) In August 2009, Tenant will convert one urinal in the mens bathroom to a WC. Tenant will install two adult bathrooms with one fixture each. Tenant anticipates building additional bathrooms prior to the start of the 2010 school year.

(c) In August 2009, Tenant will identify and modify a dedicated exterior student drop-off area which would be created by repainting several parking spots and a painted path across the drive or by designating such area on the driveway.

(d) In August 2009, Tenant will create a clear path of travel from the city sidewalk to the front door. This will require creating a path of travel from the sidewalk across the planted area with a gentle slope, removing the curb, painting a walk-way across the drive and taking out the curb close to the front door and re-ramping to even out the slope.

(e) In August 2009, Tenant will convert several parking spots (10 to 20) to a fenced-in playground with soft surface and play structure and the area where this will be done is subject to Landlord's approval. All parking spaces lost as a result of this work will be deducted from the number of spaces allocated to Tenant under the Lease.

(f) In August 2009, Tenant will convert several parking spots (10 to 20) to a lunch area with a shade structure and picnic tables. All parking spaces lost as a result of this work will be deducted from the number of spaces allocated to Tenant under the Lease.

(g) In August 2009 or at a later date, Tenant may install two gates across the drive-through, similar to the two existing gates, in order to off-set the playground and lunch areas, unless such gate(s) are required by the local governmental authority, in which case Tenant shall install such gate(s) when required by the local governmental authority.

(h) Tenant shall perform all work at the Premises, Building and Property to comply with the ADA, including such work required for the conduct of Tenant's permitted use of the Premises. Such work shall include, without limitation, all path of travel work required under the ADA at the Premises, Building and Property as a public accommodation and not just a commercial facility as such terms are interpreted under the ADA.

2. WORK SCHEDULE. Prior to commencing construction, Tenant will deliver to Landlord, for Landlord's review and approval, a schedule ("Work Schedule") which will set forth the timetable for the planning and completion of the installation of the Tenant Improvements. As noted above, the Tenant Improvements will be completed in phases.

3. **CONSTRUCTION REPRESENTATIVES.** Landlord hereby appoints the following person(s) as Landlord's representative ("Landlord's Representative") to act for Landlord in all matters covered by this Work Letter Agreement: Bob Kubichek.

Tenant hereby appoints the following person(s) as Tenant's representative ("Tenant's Representative") to act for Tenant in all matters covered by this Work Letter Agreement:

Christina Isseta

All communications with respect to the matters covered by this Work Letter Agreement are to be made to Landlord's Representative or Tenant's Representative, as the case may be, in writing in compliance with the notice provisions of the Lease. Either party may change its representative under this Work Letter Agreement at any time by written notice to the other party in compliance with the notice provisions of the Lease.

4. **TENANT IMPROVEMENT PLANS**

(a) **Preparation of Space Plans.** In accordance with the Work Schedule, Landlord agrees to meet with Tenant's architect and/or space planner for the purpose of promptly reviewing preliminary space plans for the layout of Premises prepared by Tenant ("Space Plans"). The Space Plans are to be sufficient to convey the architectural design of the Premises and layout of the Tenant Improvements therein and are to be submitted to Landlord in accordance with the Work Schedule for Landlord's approval. If Landlord reasonably disapproves any aspect of the Space Plans, Landlord will advise Tenant in writing of such disapproval and the reasons therefor in accordance with the Work Schedule. Tenant will then submit to Landlord for Landlord's approval, in accordance with the Work Schedule, a redesign of the Space Plans incorporating the revisions reasonably required by Landlord.

(b) **Preparation of Final Plans.** Based on the approved Space Plans, and in accordance with the Work Schedule, Tenant's architect will prepare complete architectural plans, drawings and specifications and complete engineered mechanical, structural and electrical working drawings for all of the Tenant Improvements for the Premises (collectively, the "Final Plans"). The Final Plans will show (a) the subdivision (including partitions and walls), layout, lighting, finish and decoration work (including carpeting and other floor coverings) for the Premises; (b) all internal and external communications and utility facilities which will require conduiting or other improvements from the base Building shell work and/or within common areas; and (c) all other specifications for the Tenant Improvements. The Final Plans will be submitted to Landlord for signature, within ten(10) working days, to confirm that they are consistent with the Space Plans. If Landlord reasonably disapproves any aspect of the Final Plans based on any inconsistency with the Space Plans, Landlord agrees to advise Tenant in writing of such disapproval and the reasons therefor within the time frame set forth in the Work Schedule. In accordance with the Work Schedule, Tenant will then cause Tenant's architect to redesign the Final Plans incorporating the revisions reasonably requested by Landlord so as to make the Final Plans consistent with the Space Plans.

Tenant will be completing a significant portion of the Tenant Improvements in the summer of 2010. Tenant may prepare separate Final Plans for the portion of the Tenant Improvements to be done now and the portion to be completed in a second phase next year. Tenant shall follow the foregoing procedure to obtain Landlord's approval for Final Plans for each phase of the Tenant Improvements.

(c) **Requirements of Tenant's Final Plans.** Tenant's Final Plans will include locations and complete dimensions, and the Tenant Improvements, as shown on the Final Plans, will: (i) be compatible with the Building shell and with the design, construction and equipment of the Building; (ii) if not comprised of the Building standards set forth in the written description thereof (the "Standards"), then compatible with and of at least equal quality as the Standards and approved by Landlord; (iii) comply with all applicable laws, ordinances, rules and regulations of all governmental authorities having jurisdiction, and all applicable insurance regulations; (iv) not require Building service beyond the level normally provided to other tenants in the Building and will not overload the Building floors; and (v) be of a nature and quality consistent with the overall objectives of Landlord for the Building, as determined by Landlord in its reasonable but subjective discretion.

(d) **Submittal of Final Plans.** Once approved by Landlord and Tenant, Tenant's architect will submit the Final Plans to the appropriate governmental agencies for plan checking and the issuance of a building permit. Tenant's architect, with Landlord's cooperation, will make any changes to the Final Plans which are requested by the applicable governmental authorities to obtain the building permit. After approval of the Final Plans no further changes may be made without the prior written approval of both Landlord and Tenant, and then only after agreement by Tenant to pay any excess costs resulting from the design and/or construction of such changes.

(e) **Changes to Shell of Building.** If the Final Plans or any amendment thereof or supplement thereto shall require changes in the Building shell, the increased cost of the Building shell work caused by such changes will be paid for by Tenant. Landlord reserves the right to complete such work itself or have Tenant perform the work. the cost of any such work performed by Landlord shall be paid by Tenant within ten (10) days after request by Landlord. .

(f) **Work Cost Estimate and Statement.** Prior to the commencement of construction of any of the Tenant Improvements shown on the Final Plans, Tenant will submit to Landlord a written estimate of the cost to complete the Tenant Improvement Work, which written estimate will be based on the Final Plans taking into account any modifications which may be required to reflect changes in the Final Plans required by the City or County in which the Premises are located (the "Work Cost Estimate"). Landlord will either approve the Work Cost Estimate or disapprove specific items and submit to Tenant revisions to the Final Plans to reflect deletions of and/or substitutions for such disapproved items. Submission and approval of the Work Cost Estimate will proceed

in accordance with the Work Schedule. Upon Landlord's approval of the Work Cost Estimate (such approved Work Cost Estimate to be hereinafter known as the "Work Cost Statement"), Tenant will have the right to purchase materials and to commence the construction of the items included in the Work Cost Statement pursuant to Section 6 hereof.

5. **PAYMENT FOR THE TENANT IMPROVEMENTS**

(a) **Construction Costs.** Tenant shall be solely responsible for payment of all costs to design, obtain permits for and construct the Tenant Improvements, including without limitation, all work required under the ADA at the Property. Such costs shall include, without limitation, the following:

(i) Payment of the cost of preparing the Space Plans and the Final Plans, including mechanical, electrical, plumbing and structural drawings and of all other aspects necessary to complete the Final Plans.

(ii) The payment of plan check, permit and license fees relating to construction of the Tenant Improvements.

(iii) Construction of the Tenant Improvements, including, without limitation, the following:

(aa) Installation of all partitioning, doors, floor coverings, ceilings, wall coverings and painting, millwork and similar items;

(bb) All electrical wiring, lighting fixtures, outlets and switches, and other electrical work necessary for the Premises;

(cc) The furnishing and installation of all duct work, terminal boxes, diffusers and accessories necessary for the heating, ventilation and air conditioning systems within the Premises, including the cost of meter and key control for after-hour air conditioning;

(dd) Any additional improvements to the Premises, Building and Property required for Tenant's use of the Premises including, but not limited to, odor control, special heating, ventilation and air conditioning, noise or vibration control or other special systems or improvements;

(ee) All fire and life safety control systems such as fire walls, sprinklers, halon, fire alarms, including piping, wiring and accessories, necessary for the Premises;

(ff) All plumbing, fixtures, pipes and accessories necessary for the Premises;

(gg) Testing and inspection costs; and

(hh) Fees and costs attributable to general conditions associated with the construction of the Tenant Improvements.

(b) **Review Costs.** Tenant shall pay Landlord its actual costs incurred by its architect, engineer, or consultant in reviewing and approving the plans, drawings and specifications for the Tenant Improvements. All such payments shall be made within thirty (30) days after receipt of written invoice for same.

(c) **Changes.** Any changes to the Final Plans will be approved by Landlord and Tenant in the manner set forth in Section 4 above. Tenant shall be solely responsible for any additional costs associated with such changes. Landlord will have the right to decline Tenant's request for a change to the Final Plans if such changes are inconsistent with the provisions of Section 4 above.

(d) **Governmental Cost Increases.** If increases in the cost of the Tenant Improvements as set forth in the Work Cost Statement are due to requirements of any governmental agency, Tenant shall be solely responsible for such additional costs.

(e) Intentionally Deleted.

(f) **Evidence of Payment.** As to each phase of completion of Tenant's Work, Tenant shall deliver to Landlord the following:

(1) A written certification from the architect for the Tenant Improvements, in a form reasonably approved by Landlord, that the Tenant Improvements (or the portion completed prior to the date of the architect's certification, have been completed in accordance with the Final Plans in a good and workmanlike manner; and

(2) Evidence of Tenant's payment of the general contractor and subcontractors for the portions of Tenant's Work completed and the absence of any liens generated by such portions of the Tenant's Work as may be required by Landlord. Such evidence of payment shall include unconditional mechanic's lien releases from the general contractor and all subcontractors and suppliers in accordance with California Civil Code Section 3262;

(3) Tenant shall obtain and deliver to Landlord a certificate of occupancy for the Tenant Improvements and the Premises issued by the appropriate governmental body;

(4) Tenant has delivered to Landlord: (i) copy of the building permit; (ii) original stamped building permit inspection card with all final sign-offs; (iii) a reproducible copy (in a form approved by Landlord) of the "as-built" drawings of the Tenant Improvements; (iv) one year warranty letters from Tenant's contractors; (v) manufacturer's warranties and operating instructions; (vi) final punchlist completed and signed off by Tenant's architect/space planner;

Tenant shall be responsible to ensure that no work exists which adversely affects the mechanical, electrical, plumbing, heating, ventilating and air conditioning, life-safety or other systems of the Building, the curtain wall of the Building, the structure or exterior appearance of the Building, or any other tenant's use of such other tenant's leased premises in the Building;

(g) **Books and Records.** Tenant shall maintain complete and accurate books and records in accordance with generally accepted accounting principles of these expenditures for at least three (3) years. Tenant shall make available to Landlord's auditor at the Premises within ten (10) business days following Landlord's notice requiring the audit, all books and records maintained by Tenant pertaining to the construction and completion of the Tenant Improvements.

6. **CONSTRUCTION OF TENANT IMPROVEMENTS.** Following Landlord's approval of the Final Plans and the Work Cost Statement described in Section 4(f) above, Tenant's contractor (selected as provided in Paragraph 9(n)) will commence and diligently proceed with the construction of the Tenant Improvements. Tenant shall use diligent efforts to cause its contractor to complete the Tenant Improvements in a good and workmanlike manner in accordance with the Final Plans and the Work Schedule. Tenant agrees to use diligent efforts to cause construction of the Tenant Improvements to commence promptly following the issuance of a building permit for the Tenant Improvements. Landlord shall have the right to enter upon the Premises to inspect Tenant's construction activities following reasonable advance notice to Tenant.

7. **Intentionally Deleted.**

8. **DELIVERY OF POSSESSION; TERM AND RENT COMMENCEMENT DATE**

(a) **Delivery of Possession.** Landlord agrees to use its commercially reasonable efforts to deliver possession of the Premises to Tenant within five (5) days after the date this Lease is fully executed by the parties (the "Scheduled Turnover Date"). Tenant agrees that if Landlord is unable to deliver possession of the Premises to Tenant on or prior to the Scheduled Turnover Date, the Lease will not be void or voidable, nor will Landlord be liable to Tenant for any loss or damage resulting therefrom.

(c) **Substantial Completion; Punch-List.** For purposes of Section 8(b) above, the Tenant Improvements (or such portion being constructed in the particular phase) will be deemed to be "substantially completed" when Tenant's contractor certifies in writing to Landlord and Tenant that Tenant has substantially performed all of the Tenant Improvement Work required to be performed by Tenant under this Work Letter Agreement for such phase of the Tenant Improvements, other than decoration and minor "punch-list" type items and adjustments which do not materially interfere with Tenant's use of the Premises; and Tenant has obtained a temporary certificate of occupancy or other required equivalent approval from the local governmental authority permitting occupancy of the Premises.

9. **MISCELLANEOUS CONSTRUCTION COVENANTS**

(a) **No Liens.** Tenant shall not allow the Tenant Improvements or the Property or any portion thereof to be subjected to any mechanic's, materialmen's or other liens or encumbrances arising out of the construction of the Tenant Improvements.

(b) **Diligent Construction.** Tenant will promptly, diligently and continuously pursue construction of the Tenant Improvements to successful completion in full compliance with the Final Plans, the Work Schedule and this Work Letter Agreement. Landlord and Tenant shall cooperate with one another during the performance of Tenant's Work to effectuate such work in a timely and compatible manner.

(c) **Compliance with Laws.** Tenant will construct the Tenant Improvements in a safe and lawful manner. Tenant shall, at its sole cost and expense, comply with all applicable laws and all regulations and requirements of, and all licenses and permits issued by, all municipal or other governmental bodies with jurisdiction which pertain to the installation of the Tenant Improvements. Copies of all filed documents and all permits and licenses shall be provided to Landlord. Any portion of the Tenant Improvements which is not acceptable to any applicable governmental body, agency or department, or not reasonably satisfactory to Landlord, shall be promptly repaired or replaced by Tenant at Tenant's expense. Notwithstanding any failure by Landlord to object to any such Tenant Improvements, Landlord shall have no responsibility therefor.

(d) **Indemnification.** Subject to the terms of the Lease regarding insurance and waiver of subrogation by the parties, Tenant hereby indemnifies and agrees to defend and hold Landlord, the Premises and the Building harmless from and against any and all suits, claims, actions, losses, costs or expenses (including, without limitation, claims for workers' compensation) of any nature whatsoever, together with reasonable attorneys' fees for counsel of Landlord's choice, arising out of or in connection with the Tenant Improvements or the performance of Tenant's Work (including, but not limited to, claims for breach of warranty, personal injury or property damage).

(e) **Insurance.** Construction of the Tenant Improvements shall not proceed without Tenant first acquiring workers' compensation and commercial general liability insurance and property damage insurance as well as "All Risks" builders' risk insurance, with minimum coverage of \$2,000,000 or such other amount as may be approved by Landlord in writing and issued by an insurance company reasonably satisfactory to Landlord. Not less than thirty (30) days before commencing the construction of the Tenant Improvements, certificates of such insurance shall be furnished to Landlord or, if requested, the original policies thereof shall be submitted for Landlord's approval. All such policies shall provide that thirty (30) days prior notice must be given to Landlord before modification, termination or cancellation. All insurance policies maintained by Tenant pursuant to this Work Letter Agreement shall name Landlord and any lender with an interest in the Premises as additional insureds and comply with all of the applicable terms and provisions of the Lease relating to insurance. Tenant's contractor shall be required to maintain the same insurance policies as Tenant, and such policies shall name Tenant, Landlord and any lender with an interest in the Premises as additional insureds.

(f) **Construction Defects.** Landlord shall have no responsibility for the Tenant Improvements and Tenant will remedy, at Tenant's own expense, and be responsible for any and all defects in the Tenant Improvements that may appear during or after the completion thereof whether the same shall affect the Tenant Improvements in particular or any parts of the Premises or Property in general. Tenant shall indemnify, hold harmless and reimburse Landlord for any costs or expenses incurred by Landlord by reason of any defect in any portion of the Tenant Improvements constructed by Tenant or Tenant's contractor or subcontractors, or by reason of inadequate cleanup following completion of the Tenant Improvements.

(g) **Additional Services.** If the construction of the Tenant Improvements shall require that additional services or facilities (including, but not limited to, hoisting, cleanup or other cleaning services, trash removal, field supervision, or ordering of materials) be provided by Landlord, then Tenant shall pay Landlord for such items at Landlord's cost or at a reasonable charge if the item involves time of Landlord's personnel only. The costs for all utilities, including electrical power and heating, ventilation and air conditioning, shall be available to Tenant during normal business hours for construction purposes at Tenant's expense.

(h) **Coordination of Labor.** All of Tenant's contractors, subcontractors, employees, servants and agents must work in harmony with and shall not interfere with any labor employed by Landlord, or Landlord's contractors or by any other tenant or its contractors with respect to the any portion of the Project. Nothing in this Work Letter shall, however, require Tenant to use union labor.

(i) **Work in Adjacent Areas.** Any work to be performed in areas adjacent to the Premises or other areas of the Property shall be performed only after obtaining Landlord's express written permission, which shall not be unreasonably withheld, conditioned or delayed, and shall be done only if an agent or employee of Landlord is present; Tenant will reimburse Landlord for the expense of any such employee or agent.

(j) **HVAC Systems.** Tenant agrees to be entirely responsible for the maintenance or the balancing of any heating, ventilating or air conditioning system installed by Tenant and/or maintenance of the electrical or plumbing work installed by Tenant and/or for maintenance of lighting fixtures, partitions, doors, hardware or any other installations made by Tenant.

(k) **Coordination with Lease.** Nothing herein contained shall be construed as (i) constituting Tenant as Landlord's agent for any purpose whatsoever, or (ii) a waiver by Landlord or Tenant of any of the terms or provisions of the Lease. Any default by Tenant following the giving of notice and the passage of any applicable cure period with respect to any portion of this Work Letter Agreement shall be deemed a breach of the Lease for which Landlord shall have all the rights and remedies as in the case of a breach of said Lease.

(l) **Approval of Plans.** Landlord will not check Tenant drawings for building code compliance. Approval of the Final Plans by Landlord is not a representation that the drawings are in compliance with the requirements of governing authorities, and it shall be Tenant's responsibility to meet and comply with all federal, state, and local code requirements. Approval of the Final Plans does not constitute assumption of responsibility by Landlord or its architect for their accuracy, sufficiency or efficiency, and Tenant shall be solely responsible for such matters.

(m) **Tenant's Deliveries.** Tenant shall deliver to Landlord, at least five (5) days prior to the commencement of construction of Tenant's Work, the following information:

(i) The names, addresses, telephone numbers, and primary contacts for the general, mechanical and electrical contractors Tenant intends to engage in the performance of Tenant's Work; and

(ii) The date on which Tenant's Work will commence, together with the estimated dates of completion of Tenant's construction and fixturing work.

(n) **Qualification of Contractors.** Once the Final Plans have been proposed and approved, Tenant shall select and retain a contractor and subcontractors from a list of contractors and subcontractors approved by Landlord for the construction of the Tenant Improvement Work in accordance with the Final Plans. All contractors engaged by Tenant shall be bondable, licensed contractors, possessing good labor relations, capable of performing quality workmanship and working in harmony with Landlord's general contractor and other contractors on the job, if any, all as determined by Landlord. All work shall be coordinated with general construction work on the Site, if any.

(o) **Warranties.** Tenant shall cause its contractor to provide warranties for not less than one (1) year (or such shorter time as may be customary and available without additional expense to Tenant) against defects in workmanship, materials and equipment, which warranties shall run to the benefit of Landlord or shall be assignable to Landlord to the extent that Landlord is obligated to maintain any of the improvements covered by such warranties.

(p) **Landlord's Performance of Work.** Within ten (10) working days after receipt of Landlord's notice of Tenant's failure to perform its obligations under this Work Letter Agreement, if Tenant shall fail to commence to cure such failure, Landlord shall have the right, but not the obligation, to perform, on behalf of and for the account of Tenant, subject to reimbursement of the cost thereof by Tenant, any and all of Tenant's Work which Landlord determines, in its reasonable discretion, should be performed immediately and on an emergency basis for the best interest of the Premises including, without limitation, work which pertains to structural components, mechanical, sprinkler and general utility systems, roofing and removal of unduly accumulated construction material and debris; provided, however, Landlord shall use reasonable efforts to give Tenant at least ten (10) days prior notice to the performance of any of Tenant's Work.

(q) **As-Built Drawings.** Tenant shall cause "As-Built Drawings" (excluding furniture, fixtures and equipment) to be delivered to Landlord and/or Landlord's representative no later than sixty (60) days after the completion of Tenant's Work. In the event these drawings are not received by such date, Landlord may, at its election, cause said drawings to be obtained and Tenant shall pay to Landlord, as additional rent, the cost of producing these drawings.

IN WITNESS WHEREOF, the undersigned Landlord and Tenant have caused this Work Letter Agreement to be duly executed by their duly authorized representatives as of the date of the Lease.

Landlord:

LBA REALTY FUND II-WBP III, LLC
a Delaware limited liability company

By: _____

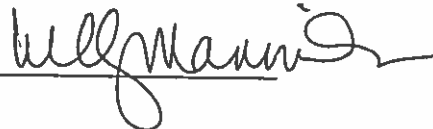
Name: _____

Its: _____

Tenant:

RIVER MONTESSORI CHARTER SCHOOL,
a California corporation

By: 
Kelly Mannion, Director



Name: Kelly Mannion

Its: Director

EXHIBIT D

NOTICE OF LEASE TERM DATES

Date:

To:

Re: _____ dated _____ ("Lease") by and between _____, a
_____ ("Landlord"), and _____, a _____
("Tenant") for the premises commonly known as, _____ ("Premises").

Dear :

In accordance with the above-referenced Lease, we wish to advise and/or confirm as follows:

- That Tenant has accepted and is in possession of the Premises and acknowledges the following:
 - Delivery Date
 - Term of the Lease:
 - Commencement Date:
 - Expiration Date:
 - Rentable Square Feet:
 - Tenant's Percentage of Building: %

- That in accordance with the Lease, rental payments will/has commence(d) on _____ and rent is payable in accordance with the following schedule:

Months	Monthly Base Rent
00/00/0000 – 00/00/0000	\$00,000.00
00/00/0000 – 00/00/0000	\$00,000.00
00/00/0000 – 00/00/0000	\$00,000.00

- Rent is due and payable in advance on the first day of each and every month during the Term of the Lease.
- Your rent checks should be made payable to: _____

ACCEPTED AND AGREED

TENANT:

LANDLORD:

a, _____

a, _____

By: _____

By: _____

Print Name: _____

Its: _____

EXHIBIT E

RULES AND REGULATIONS

1. Tenant shall not place anything or allow anything to be placed near the glass of any window, door, partition or wall which may appear unsightly from outside the Premises. No awnings or other projection shall be attached to the outside walls of the Building without the prior written consent of Landlord. No curtains, blinds, shades or screens shall be attached to or hung in, or used in connection with, any window or door of the Premises, other than Building standard materials, without the prior written consent of Landlord.
2. Tenant shall not obstruct any sidewalks, halls, passages, exits, entrances, elevators, escalators or stairways of the Building. The halls, passages, exits, entrances, elevators, escalators and stairways are not for the general public, and Landlord shall in all cases retain the right to control and prevent access thereto of all persons whose presence in the reasonable judgment of Landlord would be prejudicial to the safety, character, reputation and interests of the Building; provided, that nothing herein contained shall be construed to prevent such access to persons with whom any tenant normally deals in the ordinary course of its business, unless such persons are engaged in illegal activities. Tenant and no employee, invitee, agent, licensee or contractor of Tenant shall go upon or be entitled to use any portion of the roof of the Building without the prior written consent of Landlord.
3. Tenant shall not cause any unnecessary janitorial labor by carelessness or indifference to the good order and cleanliness of the Premises. Landlord shall not in any way be responsible to Tenant for loss of property on the Premises, however occurring, or for any damage to Tenant's property by any janitors or any other employee or any other person.
4. Landlord will furnish Tenant, free of charge, with two keys to each door lock in the Premises. Landlord shall furnish Tenant with a reasonable number of additional keys, but may impose a reasonable charge for any additional keys. Tenant may not make or have made additional keys, and Tenant shall not alter any lock or install a new additional lock or bolt on any door or window of its Premises. Tenant, upon termination of its tenancy, shall deliver to Landlord the keys of all doors which have been furnished to, or otherwise procured by Tenant, and, in the event of loss of any keys, shall pay Landlord the cost of replacing the same or of changing the lock or locks opened by such lost key if Landlord shall deem it necessary to make such change.
5. No machines other than standard office machines, such as typewriters and calculators, photo copiers, personal computers and word processors, and vending machines permitted by the Lease, shall be used in the Premises without the approval of Landlord.
6. Tenant shall not place a load upon any floor of the Premises which exceeds the load per square foot which such floor was designed to carry and which is allowed by Law. Landlord shall have the right to prescribe the weight, size and position of all equipment, materials, furniture or other property brought into the Building. Heavy objects, if such objects are considered necessary by Tenant, as determined by Landlord, shall stand on such platforms as determined by Landlord to be necessary to properly distribute the weight. Business machines and mechanical equipment which cause noise or vibration that may be transmitted to the structure of the Building or to any space therein to such a degree as to be objectionable to Landlord, shall be placed and maintained by Tenant, at Tenant's expense, on vibration eliminators or other devices sufficient to eliminate noise or vibration. Landlord will not be responsible for loss of, or damage to, any such equipment or other property from any cause, and all damage done to the Building by maintaining or moving such equipment or other property shall be repaired at the expense of Tenant.
7. Tenant shall not use or keep in the Premises any kerosene, gasoline or inflammable or combustible fluid or material other than those limited quantities necessary for the operation or maintenance of office equipment. Tenant shall not use or permit to be used in the Premises any foul or noxious gas or substance, or permit or allow the Premises to be occupied or used in a manner offensive or objectionable to Landlord by reason of noise, odors or vibrations, nor shall Tenant bring into or keep in or about the Premises any birds or animals.
8. Tenant shall not use any method of heating or air-conditioning other than that supplied to the Premises by Landlord.
9. Landlord reserves the right from time to time, in Landlord's sole and absolute discretion, exercisable without prior notice and without liability to Tenant, to: (a) name or change the name of the Building or Property; (b) change the address of the Building, and/or (c) install, replace or change any signs in, on or about the Property (except for Tenant's signs, if any, which are expressly permitted by the Lease).
10. Landlord reserves the right to exclude from the Building between the hours of 9:00 p.m. and 7:00 a.m., or such other hours as may be reasonably established from time to time by Landlord, and on legal holidays, any person unless that person is known to the person or employee in charge of the Building and has a pass or is properly identified. Landlord shall not be liable for damages for any error with regard to the admission to or exclusion from the Building of any person. Tenant shall be responsible for all persons for whom it requests passes and shall be liable to Landlord for all acts of such persons. Landlord reserves the right to prevent access to the Building in case of invasion, mob, riot, public excitement or other commotion by closing the doors or by other appropriate action.
11. The toilet rooms, toilets, urinals, wash bowls and other apparatus shall not be used for any purpose other than that for which they were constructed, and no foreign substances of any kind whatsoever shall be thrown therein.

12. Tenant shall not install any radio or television antenna, loudspeaker or other device on the roof or exterior walls of the Building without the prior written consent of Landlord. Tenant shall not interfere with radio or television broadcasting or reception from or in the Building or elsewhere.

13. Except as expressly permitted in the Lease, Tenant shall not mark, drive nails, screw or drill into the partitions, window mullions, woodwork or drywall, or in any way deface the Premises or any part thereof, except to install normal wall hangings. Tenant shall repair any damage resulting from noncompliance under this rule.

14. Tenant shall store all its trash and garbage within the trash receptacles for the Building or Property. Tenant shall not place in any trash box or receptacle any material which cannot be disposed of in the ordinary and customary manner of trash and garbage disposal. All garbage and refuse disposal shall be made in accordance with directions reasonably issued from time to time by Landlord.

15. Other than as permitted elsewhere in the Lease, the Premises shall not be used for the storage of merchandise held for sale to the general public, or for lodging of any kind. No cooking shall be done or permitted by Tenant on the Premises, without the prior written consent of Landlord, or except the use by Tenant of Underwriters' Laboratory-approved equipment for brewing coffee, tea, hot chocolate and similar beverages shall be permitted and the use of a microwave shall be permitted, provided that such equipment and use is in accordance with all applicable federal, state, county and city laws, codes, ordinances, rules and regulations.

16. Tenant shall not use in any space, elevators or stairwells of the Building, any hand trucks except those equipped with rubber tires and side guards, or such other material-handling equipment as Landlord may approve. Tenant shall not bring any other vehicles of any kind into the Building.

17. Tenant shall not use the name of the Building in connection with, or in promoting or advertising, the business of Tenant, except for Tenant's address.

18. Tenant agrees that it shall comply with all fire and security regulations that may be issued from time to time by Landlord, and Tenant also shall provide Landlord with the name of a designated responsible employee to represent Tenant in all matters pertaining to such fire or security regulations. Tenant shall cooperate fully with Landlord in all matters concerning fire and other emergency procedures.

19. Tenant assumes any and all responsibility for protecting its Premises from theft, robbery and pilferage. Such responsibility shall include keeping doors locked and other means of entry to the Premises closed.

20. Landlord reserves the right to make such other and reasonable non-discriminatory Rules and Regulations as, in its judgment, may from time to time be needed for safety, security, care and cleanliness of the Building or Property and for the preservation of good order therein. Tenant agrees to abide by all such Rules and Regulations hereinabove stated and any additional rules and regulations which are adopted.

21. Tenant shall be responsible for the observance of all of the foregoing rules by Tenant's Parties.

22. Tenant shall not lay linoleum, tile, carpet or other similar floor covering so that the same shall be affixed to the floor of the Premises in any manner except by a paste, or other material which may easily be removed with water, the use of cement or other similar adhesive materials being expressly prohibited. The method of affixing any such linoleum, tile, carpet or other similar floor covering shall be subject to the approval of Landlord. The expense of repairing any damage resulting from a violation of this rule shall be borne by Tenant.

23. Tenant shall not without Landlord's consent, which may be given or withheld in Landlord's sole and absolute discretion, receive, store, discharge, or transport firearms, ammunition, or weapons or explosives of any kind or nature at, on or from the Premises.

PARKING RULES AND REGULATIONS

In addition to any parking provisions contained in the Lease, the following rules and regulations shall apply with respect to the use of the Property's parking facilities.

1. Every parker is required to park and lock his/her own vehicle. All responsibility for damage to or loss of vehicles is assumed by the parker and Landlord shall not be responsible for any such damage or loss by water, fire, defective brakes, the act or omissions of others, theft, or for any other cause.

2. Tenant shall not park or permit its employees to park in any parking areas designated by Landlord as areas for parking by visitors to the Property. Tenant shall not park any vehicles in the parking areas other than automobiles, vans, mini-buses, motorcycles, motor driven or non-motor driven bicycles or four wheeled trucks. No vehicles shall be left in the parking areas or any other areas outside of the Building on the Property overnight except to the extent approved by Landlord, which approval shall not be unreasonably withheld.

3. Parking stickers or any other device or form of identification supplied by Landlord as a condition of use of the parking facilities shall remain the property of Landlord. Such parking identification device must be displayed as requested and may not be mutilated in any manner. The serial number of the parking identification device may not be obliterated. Devices are not transferable and any device in the possession of an unauthorized holder will be void.

4. No extended term storage of vehicles shall be permitted.

5. Vehicles must be parked entirely within painted stall lines of a single parking stall.
6. All directional signs and arrows must be observed.
7. The speed limit within all parking areas shall be five (5) miles per hour.
8. Parking is prohibited: (a) in areas not striped for parking; (b) in aisles; (c) where "no parking" signs are posted; (d) on ramps; (e) in cross-hatched areas; and (f) in reserved spaces and in such other areas as may be designated by Landlord or Landlord's parking operator.
9. Loss or theft of parking identification devices, if any, must be reported to Landlord's property manager immediately, and a lost or stolen report must be filed by the Tenant or user of such parking identification device at the time. Landlord has the right to exclude any vehicle from the parking facilities that does not have an identification device.
10. Any parking identification devices reported lost or stolen found on any unauthorized car will be confiscated and the illegal holder will be subject to prosecution.
11. Washing, waxing, cleaning or servicing of any vehicle in any area not specifically reserved for such purpose is prohibited.
12. The parking operators, managers or attendants, if any, are not authorized to make or allow any exceptions to these rules and regulations.
13. If the Lease terminates for any reason whatsoever, Tenant's right to park in the parking facilities shall terminate concurrently therewith.
14. Landlord reserves the right to modify and/or adopt such other reasonable and non-discriminatory rules and regulations for the parking facilities as it deems necessary for the operation of the parking facilities. Landlord may refuse to permit any person who violates these rules to park in the parking facilities, and any violation of the rules shall subject the vehicle to removal, at such vehicle owner's expense.
15. Tenant shall not permit any parking by its employees, agents, subtenants, customers, invitees, concessionaires or visitors on the streets surrounding the Premises in violation of any ordinances or postings by any public authorities having jurisdiction.
16. Tenant's parking spaces shall be used only for parking by vehicles no larger than normally sized passenger automobiles, vans and sport utility vehicles. Tenant shall not permit or allow any vehicles that belong to or are controlled by Tenant or Tenant's employees, suppliers, shippers, customers or invitees to be loaded, unloaded, or parked in areas other than those designated by Landlord for such activities. If Tenant permits or allows any of the prohibited activities described herein, then Landlord shall have the right, in addition to such other rights and remedies that it may have, to remove or tow away the vehicle involved and charge the cost thereof to Tenant, which cost shall be payable by Tenant upon demand by Landlord.

EXHIBIT F

ESTOPPEL CERTIFICATE

The undersigned ("Tenant") hereby certifies to _____ ("Landlord"),
and _____, as follows:

1. Attached hereto is a true, correct and complete copy of that certain Lease dated _____, between Landlord and Tenant (the "Lease"), for the premises commonly known as _____ (the "Premises"). The Lease is now in full force and effect and has not been amended, modified or supplemented, except as set forth in Section 6 below.

2. The term of the Lease commenced on _____.

3. The term of the Lease is currently scheduled to expire on _____.

4. Tenant has no option to renew or extend the Term of the Lease except: _____.

5. Tenant has no preferential right to purchase the Premises or any portion of the Building/Premises except: _____.

6. The Lease has: (Initial One)
() not been amended, modified, supplemented, extended, renewed or assigned.
() been amended, modified, supplemented, extended, renewed or assigned by the following described agreements, copies of which are attached hereto: _____.

7. Tenant has accepted and is now in possession of the Premises and has not sublet, assigned or encumbered the Lease, the Premises or any portion thereof except as follows: _____.

8. The current Base Rent is \$ _____; and current monthly parking charges are \$ _____.

9. The amount of security deposit (if any) is \$ _____. No other security deposits have been made.

10. All rental payments payable by Tenant have been paid in full as of the date hereof. No rent under the Lease has been paid for more than thirty (30) days in advance of its due date.

11. All work required to be performed by Landlord under the Lease has been completed and has been accepted by Tenant, and all tenant improvement allowances have been paid in full except _____.

12. As of the date hereof, Tenant is not aware of any defaults on the part of Landlord under the Lease except _____.

13. As of the date hereof, there are no defaults on the part of Tenant under the Lease.

14. Tenant has no defense as to its obligations under the Lease and claims no set-off or counterclaim against Landlord.

15. Tenant has no right to any concession (rental or otherwise) or similar compensation in connection with renting the space it occupies, except as expressly provided in the Lease.

16. All insurance required of Tenant under the Lease has been provided by Tenant and all premiums have been paid.

17. There has not been filed by or against Tenant a petition in bankruptcy, voluntary or otherwise, any assignment for the benefit of creditors, any petition seeking reorganization or arrangement under the bankruptcy laws of the United States or any state thereof, or any other action brought pursuant to such bankruptcy laws with respect to Tenant.

18. Tenant pays rent due Landlord under the Lease to Landlord and does not have any knowledge of any other person who has any right to such rents by collateral assignment or otherwise.

The foregoing certification is made with the knowledge that _____ is about to [fund a loan to Landlord or purchase the Building from Landlord], and that _____ is relying upon the representations herein made in [funding such loan or purchasing the Building].

Dated: _____.

"TENANT"

By: _____

Print Name: _____

Its: _____

EXHIBIT G

ENVIRONMENTAL QUESTIONNAIRE AND DISCLOSURE STATEMENT

The purpose of this form is to obtain information regarding the use or proposed use of Hazardous Materials on the Premises. Prospective tenants should answer the questions in light of their proposed operations on the Premises. Existing tenants should answer the questions as they relate to on going operations on the Premises and should update any information previously submitted. If additional space is needed to answer the questions, you may attach separate sheets of paper to this form.

Your cooperation in this matter is appreciated. Any questions should be directed to, and when completed, the form should be mailed to:

1. GENERAL INFORMATION

Name of Responding Company: _____

Check the Applicable Status:

Prospective Tenant Existing Tenant

Mailing Address: _____

Contact Person and Title:

Telephone Number: () _____

Address of Premises: _____

Length of Term: _____

Describe the proposed operations to take place on the property, including principal products manufactured or services to be conducted. Existing tenants should describe any proposed changes to on-going operations.

2. STORAGE OF HAZARDOUS MATERIALS

2.1 Will any Hazardous Materials be used or stored on-site?

Wastes Yes No

Chemical Products Yes No

2.2 Attach a list of any Hazardous Materials to be used or stored, the quantities that will be on site at any given time, and the location and method of storage (e.g., 55 gallon drums on concrete pad).

3. STORAGE TANKS & SUMPS

3.1 Is any above or below ground storage of gasoline, diesel, or other Hazardous Materials in tanks or sumps proposed or currently conducted at the Premises?

Yes No

If yes, describe the materials to be stored, and the type, size and construction of the sump or tank. Attach copies of any permits obtained for the storage of such substances.

3.2 Have any of the tanks or sumps been inspected or tested for leakage?

Yes No

If yes, attach the results.

3.3 Have any spills or leaks occurred from such tanks or sumps?

Yes No

Is so, describe.

3.4 Were any regulatory agencies notified of the spill or leak?

Yes No

If yes, attach copies of any spill reports filed, any clearance letters or other correspondence from regulatory agencies relating to the spill or leak.

3.5 Have any underground storage tanks or sumps been taken out of service or removed?

Yes No

If yes, attach copies of any closure permits and clearance obtained from regulatory agencies relating to closure and removal of such tanks.

4. SPILLS

4.1 During the past year, have any spills occurred at the Premises?

Yes No

If yes, please describe the spills, the location of the spills and attach the results of any testing conducted to determine the extent of such spills.

4.2 Were any agencies notified in connection with such spills?

Yes No

If yes, attach copies of any spill reports or other correspondence with regulatory agencies.

4.3 Were any clean-up actions undertaken in connection with the spills?

Yes No

If yes, briefly describe the actions taken. Attach copies of any clearance letters obtained from any regulatory agencies involved and the results of any final soil or groundwater sampling done upon completion of the clean-up work.

5. WASTE MANAGEMENT

5.1 Has your company been issued an EPA Hazardous Waste Generator I.D. Number?

Yes No

5.2 Has your company filed a biennial report as a hazardous waste generator?

If yes, attach a copy of the most recent report filed.

5.3 Attach a list of the hazardous waste, if any, generated or to be generated at the Premises, its hazard class and the quantity generated on a monthly basis.

5.4 Describe the method(s) of disposal for each waste. Indicate where and how often disposal will take place.

-
- _____ On-site treatment or recovery
 - _____ Discharged to sewer
 - _____ Transported and Disposal of off-site
 - _____ Incinerator

5.5 Indicate the name of the person(s) responsible for maintaining copies of hazardous waste manifests completed for off-site shipments of hazardous waste.

5.6 Is any treatment or processing of hazardous wastes currently conducted or proposed to be conducted at the Premises:

Yes No

If yes, please describe any existing or proposed treatment methods.

5.7 Attach copies of any hazardous waste permits or licenses issued to your company with respect to its operations on the Premises.

6. WASTEWATER TREATMENT/DISCHARGE

6.1 Do you discharge wastewater to:

- _____ storm drain? _____ sewer?
- _____ surface water? _____ no industrial discharge

6.2 Is your wastewater treated before discharge?

Yes No

If yes, describe the type of treatment conducted.

6.3 Attach copies of any wastewater discharge permits issued to your company with respect to its operations on the Premises.

7. AIR DISCHARGES

7.1 Do you have any air filtration systems or stacks that discharge into the air?

Yes No

7.2 Do you operate any of the following types of equipment, or any other equipment requiring an air emissions permit?

- _____ Spray booth
- _____ Dip tank
- _____ Drying oven
- _____ Incinerator
- _____ Other (Please Describe)
- _____ No Equipment Requiring Air Permits

7.3 Are air emissions from your operations monitored?

Yes No

If yes, indicate the frequency of monitoring and a description of the monitoring results.

7.4 Attach copies of any air emissions permits pertaining to your operations on the Premises.

8. HAZARDOUS MATERIALS DISCLOSURES

8.1 Does your company handle Hazardous Materials in a quantity equal to or exceeding an aggregate of 500 pounds, 55 gallons, or 200 cubic feet?

Yes No

8.2 Has your company prepared a Hazardous Materials management plan ("business plan") pursuant to any applicable requirements of a local fire department or governmental agency?

Yes No

If yes, attach a copy of the business plan.

8.3 Has your company adopted any voluntary environmental, health or safety program?

Yes No

If yes, attach a copy of the program.

8.4 Are any of the chemicals used in your operations regulated under Proposition 65?

Yes No

If yes, describe the actions taken, or proposed actions to be taken, to comply with Proposition 65 requirements.

8.5 Describe the procedures followed to comply with OSHA Hazard Communication Standard requirements.

9. ENFORCEMENT ACTIONS, COMPLAINTS

9.1 Has your company even been subject to any agency enforcement actions, administrative orders, or consent decrees?

Yes No

If yes, describe the actions and any continuing compliance obligations imposed as a result of these actions.

9.2 Has your company ever received requests for information, notice or demand letters, or any other inquiries regarding its operations?

Yes No

9.3 Have there ever been, or are there now pending, any lawsuits against the company regarding any environmental or health and safety concerns?

Yes No

9.4 Has an environmental audit ever been conducted at your company's current facility?

Yes No

If yes, discuss the results of the audit.

9.5 Have there been any problems or complaints from neighbors at the company's current facility?

Yes No

If yes, describe the problems or complaints.

Company

By: _____

Title: _____

Date: _____

EXTENSION OPTION

RIDER NO. 1 TO LEASE

This Rider No. 1 is made and entered into by and between LBA REALTY FUND II-WBP III, LLC, a Delaware limited liability company ("Landlord"), and RIVER MONTESSORI CHARTER SCHOOL, a California corporation ("Tenant"), as of the day and year of the Lease between Landlord and Tenant to which this Rider is attached. Landlord and Tenant hereby agree that, notwithstanding anything contained in the Lease to the contrary, the provisions set forth below shall be deemed to be part of the Lease and shall supersede any inconsistent provisions of the Lease. All references in the Lease and in this Rider to the "Lease" shall be construed to mean the Lease (and all Exhibits and Riders attached thereto), as amended and supplemented by this Rider. All capitalized terms not defined in this Rider shall have the same meaning as set forth in the Lease.

1. Landlord hereby grants to Tenant one option (the "Extension Option") to extend the initial Term of the Lease for a period of two (2) years (the "Option Term"), on the same terms, covenants and conditions as provided for in the Lease during the initial Term, except for the Monthly Base Rent, which shall initially be equal to the greater of: (a) the Monthly Base Rent payable by Tenant during the last month of the then current Term immediately preceding the Option Term or (b) the "fair market rental rate" for the Premises for the Option Term as defined and determined in accordance with the provisions of the Fair Market Rental Rate Rider attached to the Lease as Rider No. 2, subject to fair market annual rent adjustments during the Option Term. If Landlord determines that the Monthly Base Rent for the Option Term is to be the Monthly Base Rent payable by Tenant during the last month of the then current Term pursuant to Section 1(a) above, such determination shall be conclusive, Tenant shall have no right to object thereto, and the Landlord and Tenant shall avoid the formal fair market value determination process. If, however, Landlord determines that the Monthly Base Rent for the applicable Option Term is to be the fair market rental rate, then such fair market rental rate shall be determined in accordance with the Fair Market Rental Rate Rider attached to the Lease as Rider No. 2.

2. The Extension Option must be exercised, if at all, by written notice ("Extension Notice") delivered by Tenant to Landlord no sooner than that date which is twelve (12) months and no later than that date which is one nine (9) months prior to the expiration of the then current Term of the Lease. Provided Tenant has properly and timely exercised the Extension Option, the then current Term of the Lease shall be extended by the Option Term, and all terms, covenants and conditions of the Lease shall remain unmodified and in full force and effect, except that the Monthly Base Rent shall be as set forth above and Tenant shall not have any additional or further right to extend the Term.

FAIR MARKET RENTAL RATE

RIDER NO. 2 TO LEASE

This Rider No. 2 is made and entered into by and between LBA REALTY FUND II-WBP III, LLC, a Delaware limited liability company ("Landlord"), and RIVER MONTESSORI CHARTER SCHOOL, a California corporation ("Tenant"), as of the day and year of the Lease between Landlord and Tenant to which this Rider is attached. Landlord and Tenant hereby agree that, notwithstanding anything contained in the Lease to the contrary, the provisions set forth below shall be deemed to be part of the Lease and shall supersede any inconsistent provisions of the Lease. All references in the Lease and in this Rider to the "Lease" shall be construed to mean the Lease (and all Exhibits and Riders attached thereto), as amended and supplemented by this Rider. All capitalized terms not defined in this Rider shall have the same meaning as set forth in the Lease.

1. The term "fair market rental rate" as used in this Rider and any Rider attached to the Lease means the annual amount per square foot, projected for each year of the Option Term (including annual adjustments), that a willing, non-equity tenant (excluding sublease and assignment transactions) would pay, and a willing landlord of a comparable quality building located in the Petaluma, California area would accept, in an arm's length transaction (what Landlord is accepting in then current transactions for the Building may be used for purposes of projecting rent for the Option Term), for space of comparable size, quality and floor height as the Premises, taking into account the age, quality and layout of the existing improvements in the Premises, and taking into account items that professional real estate brokers or professional real estate appraisers customarily consider, including, but not limited to, rental rates, space availability, tenant size, tenant improvement allowances, parking charges and any other lease considerations, if any, then being charged or granted by Landlord or the lessors of such similar buildings. All economic terms other than Monthly Base Rent, such as tenant improvement allowance amounts, if any, operating expense allowances, parking charges, etc., will be established by Landlord and will be factored into the determination of the fair market rental rate for the Option Term. Accordingly, the fair market rental rate will be an effective rate, not specifically including, but accounting for, the appropriate economic considerations described above.

2. If Landlord determines that the Option Term's initial Monthly Base Rent is to be based on the fair market rental rate for the Premises, the Landlord shall provide written notice of Landlord's determination of the fair market rental rate not later than sixty (60) days after the last day upon which Tenant may timely exercise the right giving rise to the necessity for such fair market rental rate determination. Tenant shall have thirty (30) days ("Tenant's Review Period") after receipt of Landlord's notice of the fair market rental rate within which to accept such fair market rental rate or to reasonably object thereto in writing. Failure of Tenant to so object to the fair market rental rate submitted by Landlord in writing within Tenant's Review Period shall conclusively be deemed Tenant's approval and acceptance thereof. If within Tenant's Review Period Tenant reasonably objects to or is deemed to have disapproved the fair market rental rate submitted by Landlord, Landlord and Tenant will meet together with their respective legal counsel to present and discuss their individual determinations of the fair market rental rate for the Premises under the parameters set forth in Paragraph 1 above and shall diligently and in good faith attempt to negotiate a rental rate on the basis of such individual determinations. Such meeting shall occur no later than ten (10) days after the expiration of Tenant's Review Period. The parties shall each provide the other with such supporting information and documentation as they deem appropriate. At such meeting if Landlord and Tenant are unable to agree upon the fair market rental rate, they shall each submit to the other their respective best and final offer as to the fair market rental rate.

3. (a) Landlord and Tenant shall each appoint one (1) independent appraiser who shall by profession be an M.A.I. certified real estate appraiser who shall have been active over the five (5) year period ending on the date of such appointment in the leasing of commercial (including office) properties in the Petaluma, California area. The determination of the appraisers shall be limited solely to the issue of whether Landlord's or Tenant's last proposed (as of the Outside Agreement Date) best and final fair market rental rate for the Premises is the closest to the actual fair market rental rate for the Premises as determined by the appraisers, taking into account the requirements specified in Section 1 above. Each such appraiser shall be appointed within ten (10) business days after the Outside Agreement Date.

(b) The two (2) appraisers so appointed shall within ten (10) business days of the date of the appointment of the last appointed appraiser agree upon and appoint a third appraiser who shall be qualified under the same criteria set forth hereinabove for qualification of the initial two (2) appraisers.

(c) The three (3) appraisers shall within ten (10) business days of the appointment of the third appraiser reach a decision as to whether the parties shall use Landlord's or Tenant's submitted best and final fair market rental rate, and shall notify Landlord and Tenant thereof. During such ten (10) business day period, Landlord and Tenant may submit to the appraisers such information and documentation to support their respective positions as they shall deem reasonably relevant and Landlord and Tenant may each appear before the appraisers jointly to question and respond to questions from the appraisers.

(d) The decision of the majority of the three (3) appraisers shall be binding upon Landlord and Tenant and neither party shall have the right to reject the decision or to undo the exercise of the applicable Option. If either Landlord or Tenant fails to appoint an appraiser within the time period specified in Section 3(a) hereinabove, the appraiser appointed by one of them shall within ten (10) business days following the date on which the party failing to appoint an appraiser could have last appointed such appraiser reach a decision based upon the same procedures as set forth above (i.e., by selecting either Landlord's or Tenant's submitted best and final fair market rental rate), and

shall notify Landlord and Tenant thereof, and such appraiser's decision shall be binding upon Landlord and Tenant and neither party shall have the right to reject the decision or to undo the exercise of the applicable Option.

(e) If the two (2) appraisers fail to agree upon and appoint a third appraiser, either party, upon ten (10) days written notice to the other party, can apply to the Presiding Judge of the Superior Court of Sonoma County to appoint a third appraiser meeting the qualifications set forth herein. The third appraiser, however, selected shall be a person who has not previously acted in any capacity for either party.

(f) The cost of each party's appraiser shall be the responsibility of the party selecting such appraiser, and the cost of the third appraiser (or arbitration, if necessary) shall be shared equally by Landlord and Tenant.

(g) If the process described hereinabove has not resulted in a selection of either Landlord's or Tenant's submitted best and final fair market rental rate by the commencement of the applicable lease term, then the fair market rental rate estimated by Landlord will be used until the appraiser(s) reach a decision, with an appropriate rental credit and other adjustments for any overpayments of Monthly Base Rent or other amounts if the appraisers select Tenant's submitted best and final estimate of the fair market rental rate. The parties shall enter into an amendment to this Lease confirming the terms of the decision.

SECOND LEASE AMENDMENT

This SECOND LEASE AMENDMENT (this “**Second Amendment**”) is dated as of January 25, 2011, by and between LBA REALTY FUND II – WBP III, LLC, a Delaware limited liability company (“**Landlord**”), and RIVER MONTESSORI CHARTER SCHOOL, a California corporation (“**Tenant**”), with reference to the following facts:

A. Landlord and Tenant entered into that certain Lease dated as of July 15, 2009 (the “**Original Lease**”), as amended by that certain First Lease Amendment dated as of July 28, 2010 (the “**First Amendment**”) (the Original Lease and First Amendment together shall be referred to as the “**Lease**”), for the lease by Tenant of space in the building at 3880 Cypress Drive, Petaluma, California, as such leased premises are more particularly described in the First Amendment. All capitalized terms referred to in this Second Amendment shall have the same meaning defined in the Lease, except where expressly defined to the contrary in this Second Amendment.

B. Pursuant to the First Amendment, Tenant moved from the “Original Premises” to the “New Premises” (as such terms are defined in the First Amendment). The Original Premises contained approximately 20,639 square feet of rentable space. The New Premises at the time the parties executed the First Amendment was estimated to have 18,500 square feet of rentable space but was subject measurement as provided in Section 1.1 of the First Amendment. The reference to the “Premises” means the space in the New Premises.

C. The Premises actually contain 19,090 square feet of rentable space based on the measurement of the Premises completed as provided in Section 1.1 of the First Amendment. As a result, the parties desire to enter into this Second Amendment to reflect the actual rentable square footage of the Premises and to adjust the Monthly Base Rent and Tenant’s Percentage as a result, all as required under the First Amendment.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants hereinafter contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. **Rentable Square Footage.** The actual rentable square footage of the Premises (which is referred to as the New Premises in the First Amendment) is 19,090 square feet.
2. **Monthly Base Rent.** Effective as of July 1, 2010, the schedule of Monthly Base Rent in Section 3 of the First Amendment is amended and replaced with the following schedule and reflects the adjustment for the square footage of rentable space listed in Section 1 above.

Time Period	Monthly Base Rent (based on 19,090 rentable square feet)	Monthly Base Rent Per Square Foot
7/1/2010 – 12/31/2010	\$10,499.50 (subject to the Base Rent Abatement provided in the First Amendment)	\$0.55 (subject to the Base Rent Abatement provided in the First Amendment)
1/1/2011 – 6/30/2011	\$10,499.50	\$0.55
7/1/2011 – 6/30/2012	\$12,408.50 ✓	\$0.65
7/1/2012 – 6/30/2014	\$14,317.50	\$0.75

Tenant acknowledges and agrees that it has used and applied the Base Rent Abatement described in Section 3 of the First Amendment, which covered the period of July 1, 2010 through December 31, 2010. To the extent Tenant previously paid Monthly Base Rent in the amount provided in the First Amendment (i.e., \$10,175.00) and opposed to the monthly amount due under this Second Amendment, Tenant shall pay, within ten (10) days after the date of this Amendment, the deficiency between the amount due under the schedule set forth above and the amount Tenant paid under Section 3 of the First Amendment.

3. Tenant's Percentage. Effective as of July 1, 2010, Section 4 of the First Amendment is amended to provide that Tenant's Percentage shall be 53.34% based on the ratio that the rentable square footage of the Premises (i.e., 19,090) bears to the rentable square footage in the Building (i.e., 35,792). To the extent Tenant paid prior to the date of this Second Amendment Additional Rent based on Tenant's Percentage provided in Section 4 of the First Amendment (i.e., 51.69% based on the Premises containing 18,500 square feet of rentable space), Tenant shall within ten (10) days after the date of this Amendment as Additional Rent the deficiency based on Tenant's Percentage specified in the first sentence of this Section 3.

4. Parking. Section 5 of the First Amendment is amended to provide that Tenant shall have a total of seventy-four (74) unreserved parking spaces, subject to the terms of the Lease, as amended by this Second Amendment, and less the number of parking spaces lost and/or used in connection with the relocation of the lunch and playground area as provided in Section 1.3 of the First Amendment.

5. General Provisions.

5.1 Confirmation. Tenant acknowledges and agrees that: (a) Tenant is in sole possession of the Premises demised under the Lease; (b) all work, improvements and furnishings required by Landlord under the Lease have been completed and accepted by Tenant; and (c) it has no offset, claim, recoupment or defense against the payment of Rent and other sums and the performance of all obligations of Tenant under the Lease.

5.2 Miscellaneous. The foregoing recitals to this Second Amendment are incorporated herein by this reference. Tenant covenants and agrees to perform all the obligations of Tenant under the Lease, as amended by this Second Amendment. This Second Amendment shall be binding upon and inure to the benefit of the parties hereto and their successors and assigns. As amended hereby, the Lease shall remain in full force and effect. In case of any conflict between any term or provision of this Second Amendment and the Lease, the term or provision of this Second Amendment shall govern.

5.3 Counterparts. This Second Amendment may be executed in one or more counterparts, each of which shall be deemed an original, but all of which when taken together shall constitute one agreement. Any facsimile or other electronic signature shall constitute a valid and binding method for executing this Second Amendment. Executed counterparts of this Second Amendment exchanged by facsimile transmission or other electronic means shall be fully enforceable.

5.4 Effectiveness. The parties agree that the submission of a draft or copy of this Second Amendment for review or signature by a party is not intended, nor shall it constitute or be deemed, by either party to be an offer to enter into a legally binding agreement with respect to the subject matter hereof and may not be relied on for any legal or equitable rights or obligations. Any draft or document submitted by Landlord or its agents to Tenant shall not constitute a reservation of or option or offer in favor of Tenant. The parties shall be legally bound with respect to the subject matter hereof pursuant to the terms of this Second Amendment only if, as and when all the parties have executed and delivered this Second Amendment to each other. Prior to the complete execution and delivery of this Second Amendment by all parties, each party shall be free to negotiate the form and terms of this Second Amendment in a manner acceptable to each party in its sole and absolute discretion. The parties acknowledge and agree that the execution and delivery by one party prior to the execution and delivery of this Second Amendment by the

other party shall be of no force and effect and shall in no way prejudice the party so executing this Second Amendment or the party that has not executed this Second Amendment.

5.5 Real Estate Brokers. Tenant represents and warrants to Landlord that it has not authorized or employed, or acted by implication to authorize or employ, any real estate broker or salesman to act for it in connection with this Second Amendment. Tenant agrees to indemnify, defend and hold harmless Landlord from and against any and all claims by any real estate broker or salesman whom the Tenant authorized or employed, or acted by implication to authorize or employ, to act for Tenant in connection with this Second Amendment.


5.6 Authority. Each party represents and warrants to the other that it is duly authorized to enter into this Second Amendment and perform its obligations without the consent or approval of any other party and that the person signing on its behalf is duly authorized to sign on behalf of such party.

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IN WITNESS WHEREOF, this Second Amendment has been executed as of the date first set forth above.


LANDLORD:


LBA REALTY FUND III – WBP III, LLC,
a Delaware limited liability company

By: 
Name: Brad Neglia
Title: Authorized Signatory

TENANT:

RIVER MONTESSORI CHARTER SCHOOL,
a California corporation

By: 
Name: Christina Isetta
Title: President

For LBA Office Use Only: Prepared & Reviewed by: 

River Montessori Charter School



FAX COVERSHEET

TO: USA CLARK

FAX #: 415-981-7001

FROM: WENDY ROSS, FINANCE & HR MANAGER

FAX #: 707-773-5300

NUMBER OF PAGES (INCLUDING COVERSHEET) 5

NOTES:

2nd LEASE AMENDMENT

JOB 5417
FAXED
16:40
(4:40pm)

NOTICE TO TENANT
FAIR MARKET RENTAL RATE

To: River Montessori Charter School
3880 Cypress Drive
Petaluma, CA 94954

From: UCP of the North Bay, Inc.
3835 Cypress Drive, Suite 103
Petaluma, CA 94954

Re: Notice of Fair Market Rental Rate

To: Whom It May Concern:

This Notice is being provided to you pursuant to the Lease dated July 15, 2009 and its amendments ("Lease"), to give notice of UCP of the North Bay, Inc.'s determination under Paragraph 3 of Rider No. 2 to the Lease that the fair market rental rate for Premises is as follows:

Time Period	Monthly Base Rent	4% per year Monthly Base Rent/sqft
7/1/2018 - 6/30/2019	\$17,381.84	\$.92
7/1/2019 - 6/30/2020	\$18,077.12	\$.96
7/1/2020 - 6/30/2021	\$18,800.21	\$1.00
7/1/2021 - 6/30/2022	\$19,552.22	\$1.04
7/1/2022 - 6/30/2023	\$20,334.31	\$1.09

—

Margaret Farman
Chief Executive Officer
United Cerebral Palsy of the North Bay, Inc.

Date

Agreed:

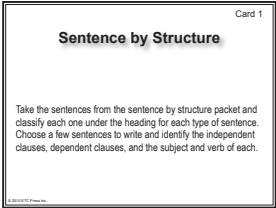
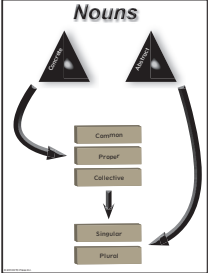

Tim Lohrentz
Board Treasurer
River Montessori Charter School

Date

Upper Elementary Pacing Guide

Subject Area: Language

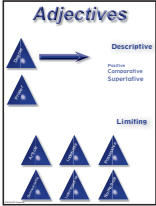
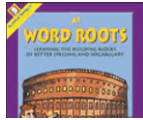


Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Sentence by Purpose	ETC Upper Elementary Grammar Task Cards		<p>4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.L.3b Choose punctuation for effect.</p>
	Sentence by Structure			
September to October	Noun Grammar Task Cards singular/plural/irregular	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		4.L.2d Spell grade-appropriate words correctly, consulting references as needed.
	Word Study Synonyms/Antonyms	Word Study kits		<p>4.L.3a Choose words and phrases to convey ideas precisely.</p> <p>4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Upper Elementary Pacing Guide

Subject Area: Language


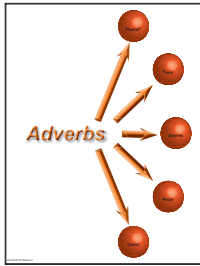
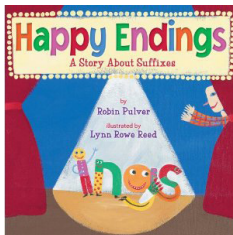
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	Adjective Grammar Task Cards Comparative/Superlative	ETC Upper Elementary Grammar Task Cards		4.L.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	Weekly Spelling	Teacher Presentation		
	Word Study Root Words Latin/Greek	Word Study kits		4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
November to December	Verb Grammar Task Cards Transitive/Intransitive	ETC Upper Elementary Grammar Task Cards		4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
	Weekly Spelling	Teacher Presentation		
	Word Study commonly confused words	Word Study kits		4.L.1g Correctly use frequently confused words

Upper Elementary Pacing Guide

Subject Area: Language

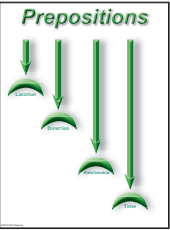
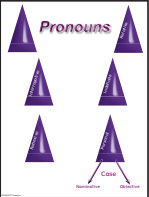

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
December to January	Conjugations of Verbs in Mood, Tense, and Time	ETC Upper Elementary Grammar Task Cards		<p>4.L.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>4.L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>
	Weekly Spelling	Teacher Presentation		
January to February	Adverb Grammar Task Cards Time/Place/Manner/Degree/ Cause	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		<p>4.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
	Word Study Suffixes Latin/Greek	Word Study kits		<p>4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p>

Upper Elementary Pacing Guide

Subject Area: Language

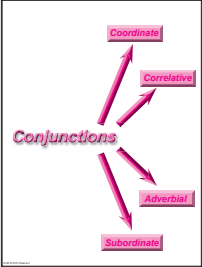

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
February to March	Preposition Grammar Task Cards Direction/Relationship/Time/ Location	ETC Upper Elementary Grammar Task Cards		4.L.1e Form and use prepositional phrases
	Weekly Spelling	Teacher Presentation		
	Word Study Literary Devices	Word Study kits		4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
March to April	Pronoun Grammar Task Cards Nominative/Possessive/ Objective	ETC Upper Elementary Grammar Task Cards		4.L.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	Weekly Spelling	Teacher Presentation		
	Word Study Idioms	Word Study kits		4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Upper Elementary Pacing Guide

Subject Area: Language


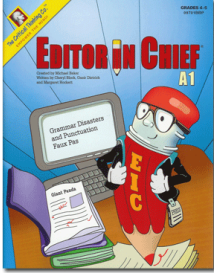
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
April to May	Conjunction Grammar Task Cards Coordinating/Correlative/ Conjunctive Adverb/ Subordinating	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
	Word Study Homographs	Word Study kits		
May	Weekly Spelling	Teacher Presentation		

Upper Elementary Pacing Guide

Subject Area: Reading/Writing





Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Reading on Appropriate Level			4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
September to October	Reading on Appropriate Level			4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Punctuate commas in a compound sentence	Teacher Presentation Editor in Chief Daily Oral Language		4.L.2c Use a comma before a coordinating conjunction in a compound sentence
	Writing: Idea Development Plan a first draft using a graphic organizer plot/conflict/audience ***Introduce terms: rising action, turning point, climax, falling action, denouement, narrative***	6 + 1 Writing Traits www.writingfix.com Teacher Presentation		4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing






Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	Reading on Appropriate Level			4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
	Capitalization historical events and documents	Teacher Presentation Editor in Chief Daily Oral Language		4.L.2a Use correct capitalization
	Writing Poetry rhyme/meter/sensory language	6 + 1 Writing Traits www.writingfix.com		4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
November to December	Reading on Appropriate Level			4.RF.4a Read on-level text with purpose and understanding. 4.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Capitalization of races, nationalities, and languages	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Word Choice character/setting/time description with sensory language	6 + 1 Writing Traits www.writingfix.com		4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing



Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
December to January	Reading on Appropriate Level			4.W.9a Apply grade 4 Reading standards to literature
	Capitalization of books, stories and essays	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Sentence Fluency Letter Writing Informal	6 + 1 Writing Traits www.writingfix.com		
January to February	Reading on Appropriate Level			
	Proper use of quotation marks	Teacher Presentation Editor in Chief Daily Oral Language		4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text
	Writing: Organization Using paragraphs to separate ideas	6 + 1 Writing Traits www.writingfix.com		4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing


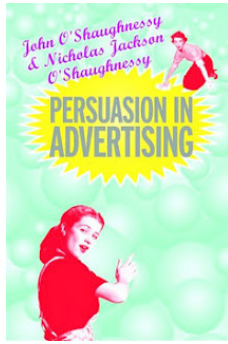

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
February to March	Reading on Appropriate Level			4.RL. 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Writing: Voice	6 + 1 Writing Traits www.writingfix.com		4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
March to April	Reading on Appropriate Level			4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing: Conventions revising/editing	6 + 1 Writing Traits www.writingfix.com		4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing

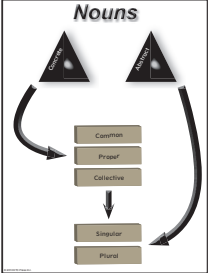
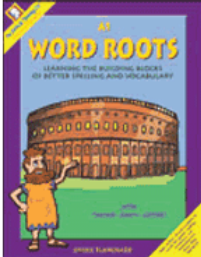
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
April to May	Reading on Appropriate Level			
	Writing: Publication	Technology Presentation		4.W.3e Provide a conclusion that follows from the narrated experiences or events.
	Understanding persuasive uses of media	Teacher Presentation		4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
May	Reading on Appropriate Level			

Upper Elementary Pacing Guide

Subject Area: Language

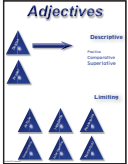
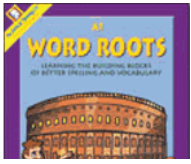
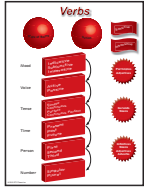
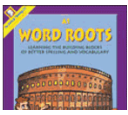
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Parts of Speech and their functions	ETC Upper Elementary Grammar Task Cards		5.L.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
September to October	Noun Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		5.L.2 e Spell grade-appropriate words correctly, consulting references as needed.
	Word Study Roots Latin/Greek	Word Study kits		5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Upper Elementary Pacing Guide

Subject Area: Language


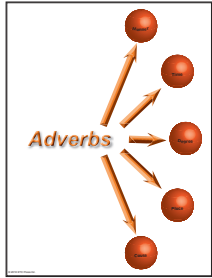
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
October to November	Adjective Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		5.L.2a Use punctuation to separate items in a series.
	Weekly Spelling	Teacher Presentation		
	Word Study Root Words	Word Study kits		5.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
November to December	Verb Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses 5.L.1c Use verb tense to convey various times, sequences, states, and conditions. 5.L.1d Recognize and correct inappropriate shifts in verb tense.
	Weekly Spelling	Teacher Presentation		
	Word Study Prefixes Latin/Greek	Word Study kits		5.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)

Upper Elementary Pacing Guide

Subject Area: Language

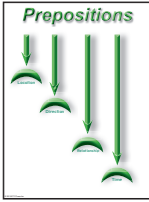
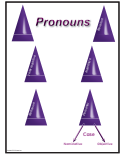
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
December to January	Conjugations of Verbs in Mood, Tense, and Time	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
January to February	Adverb Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		5.L.2b Use a comma to separate an introductory element from the rest of the sentence
	Weekly Spelling	Teacher Presentation		
	Word Study Idioms	Word Study kits		5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs

Upper Elementary Pacing Guide

Subject Area: Language

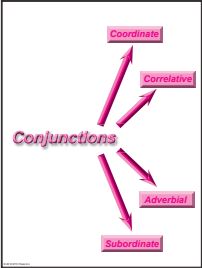
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
February to March	Preposition Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards	 A diagram titled "Prepositions" showing five green arrows pointing downwards. The first arrow is curved at the tip, the second is straight, the third is curved at the tail, the fourth is straight, and the fifth is curved at the tip.	
	Weekly Spelling	Teacher Presentation		
	Word Study homonyms	Word Study kits		5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
March to April	Pronoun Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards	 A diagram titled "Pronouns" showing four purple triangles. Two are pointing up and two are pointing down. A small red line is at the bottom right.	
	Weekly Spelling	Teacher Presentation		
	Word Study simile/metaphor	Word Study kits		5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.L.5a Interpret figurative language, including similes and metaphors, in context.

Upper Elementary Pacing Guide

Subject Area: Language


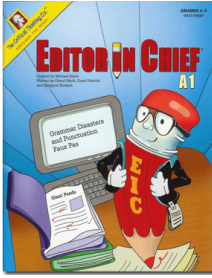
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
April to May	Conjunction Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		<p>5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>
	Weekly Spelling	Teacher Presentation		
	Word Study common misused words (effect/affect)	Word Study kits		
May	Weekly Spelling	Teacher Presentation		

Upper Elementary Pacing Guide

Subject Area: Reading/Writing





Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Reading on Appropriate Level ***Identify Fiction, Poetry, Literary Nonfiction, Drama, Expository, Persuasive, Procedural***			
September to October	Reading on Appropriate Level			5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Capitalization for abbreviations, initials, and acronyms	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Idea Development Plan a first draft using a graphic organizer plot/conflict/audience ***Introduce terms: rising action, turning point, climax, falling action, denouement, narration***	6 + 1 Writing Traits www.writingfix.com Teacher Presentation		5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. 5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing






Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
October to November	Reading on Appropriate Level ***Identify Fiction, Poetry, Literary Nonfiction, Drama, Expository, Persuasive, Procedural***			5.RF.4a Read on-level text with purpose and understanding 5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems
	Proper punctuation and spacing for quotation marks	Teacher Presentation Editor in Chief Daily Oral Language		5.W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	Writing Poetry rhyme/meter/sensory language	6 + 1 Writing Traits www.writingfix.com		5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
November to December	Reading on Appropriate Level			5.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings..
	Use of Quotation Marks	Teacher Presentation Editor in Chief Daily Oral Language		5.L.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)
	Writing: Word Choice character/setting/time description with sensory language	6 + 1 Writing Traits www.writingfix.com		5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing



Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
December to January	Reading on Appropriate Level ***Identify Fiction, Poetry, Literary Nonfiction, Drama, Expository, Persuasive, Procedural ***			
	Italics for titles and emphasis	Teacher Presentation Editor in Chief Daily Oral Language		5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.
	Writing: Sentence Fluency Letter Writing Formal Business/Informal	6 + 1 Writing Traits www.writingfix.com		
January to February	Reading on Appropriate Level			5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Capitalize for Organizations	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Organization Using paragraphs to separate ideas	6 + 1 Writing Traits www.writingfix.com		5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5.W.2e Provide a conclusion that follows from the narrated experiences or events.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing



Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
February to March	Reading on Appropriate Level ***Compare and Contrast***			5.RI. 9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 5.L.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	Writing: Voice	6 + 1 Writing Traits www.writingfix.com		5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
March to April	Reading on Appropriate Level			5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	Writing: Conventions revising/editing	6 + 1 Writing Traits www.writingfix.com		5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

Upper Elementary Pacing Guide

Subject Area: Reading/Writing

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
April to May	Reading on Appropriate Level ***Identify Fiction, Poetry, Literary Nonfiction, Drama, Expository, Persuasive, Procedural ***			
	Writing: Publication	Technology Presentation		5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Multiple use of media for presentations Documentary, Newscast, Webpage Formality, Informality	Teacher Presentation		5.RL. 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
May	Reading on Appropriate Level			5.W.9a Apply grade 5 Reading standards to literature

Upper Elementary Pacing Guide

Subject Area: Language

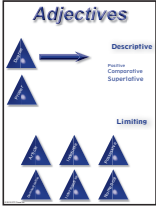
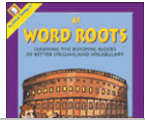

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Parts of Speech and their functions	ETC Upper Elementary Grammar Task Cards		6.L.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
September to October	Noun Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		6.L.2b Spell correctly
	Word Study Personification/euphemism/ hyperbole	Word Study kits		6.L.5a Interpret figures of speech (e.g., personification) in context.

Upper Elementary Pacing Guide

Subject Area: Language


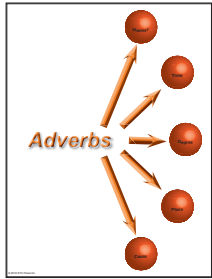
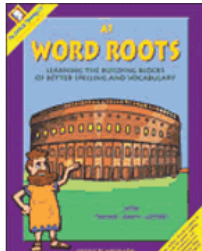
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
October to November	Adjective Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
	Word Study Root Words	Word Study kits		6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
November to December	Verb Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
	Word Study Connotation and denotation of a word	Word Study kits		6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Upper Elementary Pacing Guide

Subject Area: Language


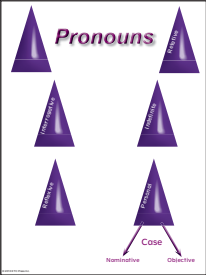
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
December to January	Conjugations of Verbs in Mood, Tense, and Time	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
January to February	Adverb Grammar Task Cards Level 2	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		<p>6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</p> <p>6.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>6.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
	Word Study Suffixes Latin/Greek	Word Study kits		

Upper Elementary Pacing Guide

Subject Area: Language

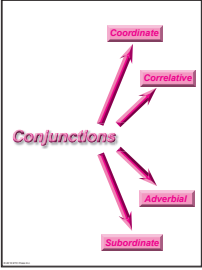
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
February to March	Preposition Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
	Word Study alliteration/onomatopoeia/assonance	Word Study kits		
March to April	Pronoun Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		6.L.1a Ensure that pronouns are in the proper case (subjective, objective, possessive). 6.L.1b Use intensive pronouns (e.g., myself, ourselves) 6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.* 6.L.1d. Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents).
	Weekly Spelling	Teacher Presentation		
	Word Study simile/metaphor	Word Study kits		

Upper Elementary Pacing Guide

Subject Area: Language


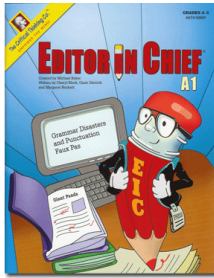
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April to May	Conjunction Grammar Task Cards Level 3	ETC Upper Elementary Grammar Task Cards		
	Weekly Spelling	Teacher Presentation		
	Word Study common misused words (effect/affect)	Word Study kits		6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
May	Weekly Spelling	Teacher Presentation		

Upper Elementary Pacing Guide

Subject Area: Reading/Writing





Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
August to September	Reading on Appropriate Level ***Identify stylistic elements such as <i>the rule of three</i> , and, <i>the magic helper</i> in folk tales***			6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
September to October	Reading on Appropriate Level			6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	Capitalization for abbreviations, initials, and acronyms	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Idea Development Plan a first draft using a graphic organizer plot/conflict/audience ***Introduce terms: rising action, turning point, climax, falling action, denouement***	6 + 1 Writing Traits www.writingfix.com Teacher Presentation		6.W1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. 6.W1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 6.W1d. Establish and maintain a formal style. 6.W1e. Provide a concluding statement or section that follows from the argument presented.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing






Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
October to November	Reading on Appropriate Level			6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	Proper punctuation and spacing for quotation marks	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing Poetry rhyme/meter/sensory language	6 + 1 Writing Traits www.writingfix.com		6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
November to December	Reading on Appropriate Level ***Compare and Contrast different genres using the same theme*** (Cinderella)			6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
	Use of Quotation Marks	Teacher Presentation Editor in Chief Daily Oral Language		6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	Writing: Word Choice character/setting/time description with sensory language	6 + 1 Writing Traits www.writingfix.com		6.W.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Upper Elementary Pacing Guide

Subject Area: Reading/Writing



Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
December to January	Reading on Appropriate Level			6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Italics for titles and emphasis	Teacher Presentation Editor in Chief Daily Oral Language		
	Writing: Sentence Fluency Letter Writing Formal Business/Informal	6 + 1 Writing Traits www.writingfix.com		6.L.3a Vary sentence patterns for meaning, reader/ listener interest, and style 6.L.3b Maintain consistency in style and tone
January to February	Reading on Appropriate Level			6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
	Punctuation uses of parentheses, brackets, and ellipses	Teacher Presentation Editor in Chief Daily Oral Language		6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
	Writing: Organization Using paragraphs to separate ideas	6 + 1 Writing Traits www.writingfix.com		6.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

Upper Elementary Pacing Guide

Subject Area: Reading/Writing



Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
February to March	Reading on Appropriate Level ***Compare and Contrast original written work to other forms of media***			6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	Writing: Voice	6 + 1 Writing Traits www.writingfix.com		6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 6.W.3e Provide a conclusion that follows from the narrated experiences or events
March to April	Reading on Appropriate Level			6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
	Writing: Conventions revising/editing	6 + 1 Writing Traits www.writingfix.com		6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Upper Elementary Pacing Guide

Subject Area: Reading/Writing

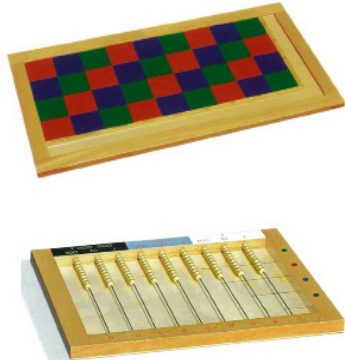
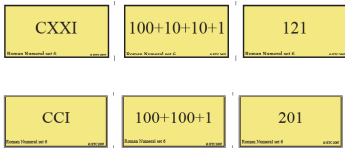
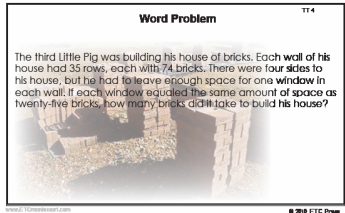
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April to May	Reading on Appropriate Level ***Identify Fiction, Poetry, Literary Nonfiction, Drama, Expository, Persuasive, Procedural ***			6.W.9 Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
	Writing: Publication	Technology Presentation		6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	Multiple use of media for presentations Documentary, Newscast, Webpage Formality, Informality	Teacher Presentation		
May	Reading on Appropriate Level			

Upper Elementary Pacing Guide

Subject Area: Math - Operations

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review 4 Digit Multiplication by a 2 and 3 digit Multiplier	Checkerboard Gold Bead Frame (Level 3)		4.OA1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
				4.NBT1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
September to October	Great Lesson History of Number	Roman Numerals Egyptian Numerals ETC		Decimal models can be used to determine the position of a digit, or place value, in decimals which determine the value of a number and aids in the reading and writing of the number and in the expressing of verbal and written comparative statements.
	Review Division by a Unit Divisor	Test Tubes 1 digit ETC Math Operation Task Cards		4.OA2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

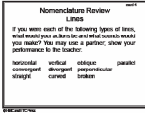
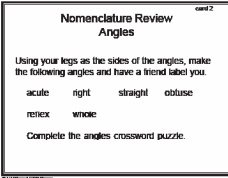
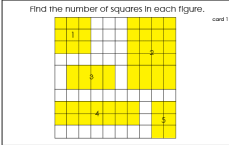
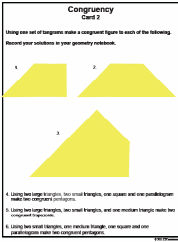
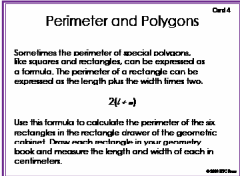
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Introduction to Equivalent Fractions Numerator Denominator	Fraction Box ETC Fraction Task Cards Set A		4.NF1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
	Addition and Subtraction of Like Denominators	Fraction Box ETC Fraction Task Cards Set A		4.NF2 BACK Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model
September to October	Addition/Subtraction of Like Denominators making One Whole	Fraction Box ETC Fraction Task Cards Set A		4.NF3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. 4.NF3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
	Defining and Changing Improper fractions to proper Fractions	Fraction Box ETC Fraction Task Cards Set A		A mixed number is a number greater than one that represents the sum of two parts: a whole number part and a fractional part.

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

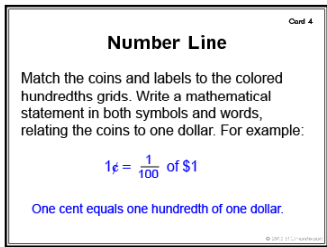
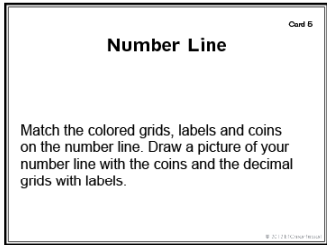
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Types of Lines	Nomenclature Review ETC Geometry Kit		4.G1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
	Types of Angles	Nomenclature Review ETC Geometry Kit		4.MD 5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center
September to October	Introduction to Equivalency, Congruency, Similarity	Equivalency Insets Review area of rectangle introduced in third level		The area of the rectangle can be determined by finding the length and width of the figure and expressing the product of those dimensions in appropriate square units.
	Study of Congruency	ETC Geometry Kit		A two-dimensional figure has symmetry when it can be folded in half, on a line of symmetry, so the two halves of the figure match exactly.
	Study of Similarity	ETC Geometry Kit		Two- and three-dimensional figures are congruent if they have the same size and the same shape.
	Review Types of Triangles and Types of Quadrilaterals ***Introduced in 3 grade***			

Upper Elementary Pacing Guide

Subject Area: Math - Explorations

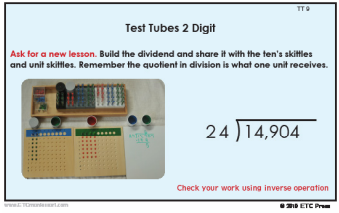
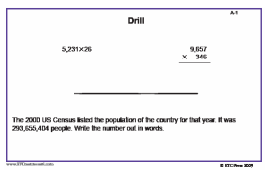
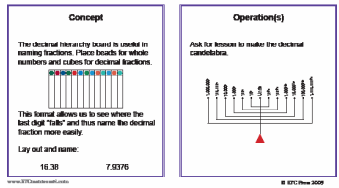
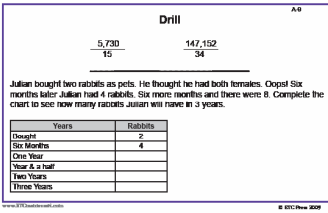
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
August to September	Matching Fractional Values of Coins to a Dollar	ETC Number Line Task Cards		A collection of bills and coins can be used to represent whole number and decimal values that model the place value system.
	Matching Fractions and Labels of Tenths and Hundredths			A hundredths grid (e.g., 10 squares by 10 squares in size) can be used to model a whole where each square in the grid represents part of the whole.
September to October	Placing Fractions on a Number Line	ETC Number Line Task Cards		A number line can be used to visually locate and name decimal numbers.
	Placing Mixed Fractions On a Number Line			On a number line, there is a positional relationship between whole numbers, tenths, and hundredths where the tenths are of the whole number, and the hundredths are of the whole number and of the tenths.
				4.MD2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Upper Elementary Pacing Guide

Subject Area: Math - Operations

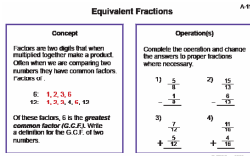
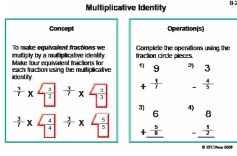
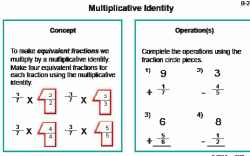
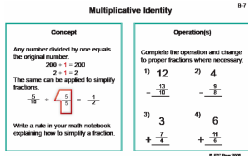
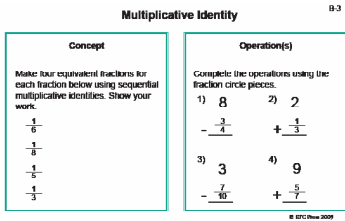
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	Review Division by a 2 or 3 digit divisor	Test Tubes 2 digit		4.NTB6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
	Introduction to Decimals	Decimal Fraction Board ETC Decimal Task Cards Set A		4.NTB4 BACK Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	Reading and Writing Whole Numbers in Words	Decimal Fraction Board ETC Decimal Task Cards Set A		4.NF5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
November to December	Composing, Reading and Writing a Decimal Number ***Have child compare decimals with <, >, and = ***	Decimal Fraction Board ETC Decimal Task Cards Set A		4.NF7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

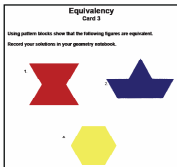
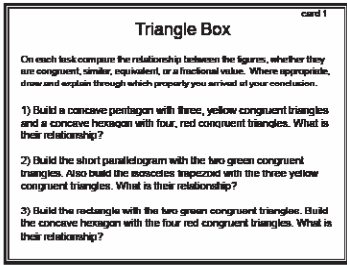
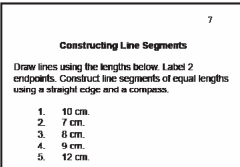
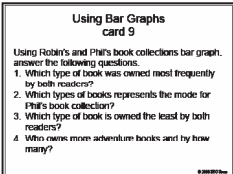
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	Greatest Common Factor (G.C.F.)	Fraction Box ETC Fraction Task Cards Set A		
	Introduction to the Multiplicative Identity	Fraction Box ETC Fraction Task Cards Set B		When comparing fractions, concrete objects and pictorial models should communicate that the greater the denominator, the smaller the fraction unit.
	Writing Equivalent Fractions	Fraction Box ETC Fraction Task Cards Set B		An equivalent fraction can be generated from a given fraction by using observations from concrete objects and pictorial models.
November to December	Reducing Fractions	Fraction Box ETC Fraction Task Cards Set B		
	Subtraction from a Whole Number greater than 1	Fraction Box ETC Fraction Task Cards Set B		4.NF3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

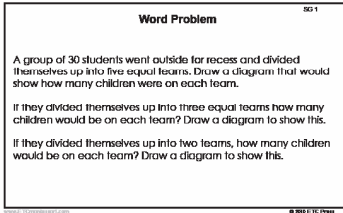
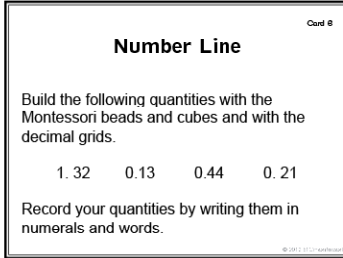
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	Study of Equivalency	ETC Geometry Kit		The orientation of a two- or three-dimensional figure does not affect its congruency or its symmetry
	Introduction of Three Concepts (Reflexive, Symmetric, Transitive Properties) ***Review Lines of Symmetry***	Triangle Box ETC Geometry Kit		4.G3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
	Review Symmetry Introduce Transformation Terminology (Rotate, Translate, Reflect)	Model in arrangement of triangles in Triangle Box		Three-dimensional figures consist of two-dimensional figures and are defined and distinguished by their attributes, which include faces, edges, and vertices, which can be generalized to find examples and non-examples.
November to December	Introducing Constructions Congruent Line Segments Congruent Angles ***Use protractor to verify measurement of angles***	ETC Geometry Kit		4.MD6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
	Using Bar Graphs ***Was Introduced in 3rd level***	ETC Graphing		Real-life problems involving a set of data in a bar graph can be interpreted using words and symbols and solved by applying the appropriate operation(s).

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
October to November	***Introduced in Third level*** BACK Stamp Game Division		 <p>Word Problem</p> <p>A group of 30 students went outside for recess and divided themselves up into five equal teams. Draw a diagram that would show how many children were on each team.</p> <p>If they divided themselves up into three equal teams how many children would be on each team? Draw a diagram to show this.</p> <p>If they divided themselves up into two teams, how many children would be on each team? Draw a diagram to show this.</p>	When analyzing related data sets in a table, the observed number pattern can be described as multiplicative and the relationship can be applied to extend the table and justify the solution to a real-life problem situation.
	Showing the Relationship Between the Montessori Decimal Cubes and Fractional Grids	ETC Number Line Task Cards ***Place fractional pieces on a number line***	 <p>Number Line</p> <p>Build the following quantities with the Montessori beads and cubes and with the decimal grids.</p> <p>1. 32 0.13 0.44 0.21</p> <p>Record your quantities by writing them in numerals and words.</p>	4.NF6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
November to December	***Experiences with coin tosses and rolling of a die*** written in fractional form for probability			When determining all of the possible outcomes of an experiment or experience, the Fundamental Counting Principle can be used to help determine the total number of outcomes if only one of each different group is being considered.

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
December to January	Word Problems Operations with whole numbers Looking for Patterns	Decimal Fraction Board ETC Decimal Task Cards Set A		When solving real-life division problems, the solution process can be represented in a variety of ways depending upon the question asked and the real-life scenario.
	Rounding Whole Numbers	Decimal Fraction Board ETC Decimal Task Cards Set A		4.OA3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
January to February	Rounding Decimal Numbers	Decimal Fraction Board ETC Decimal Task Cards Set A		4.NTB3 Use place value understanding to round multi-digit whole numbers to any place. 5.NTB4 Use place value understanding to round decimals to any place.
	Addition and Subtraction of Decimals	Decimal Fraction Board ETC Decimal Task Cards Set B		Fractions can be related to decimals that name tenths and hundredths by using concrete objects and pictorial models.

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

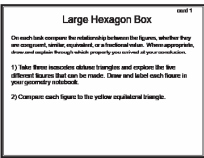
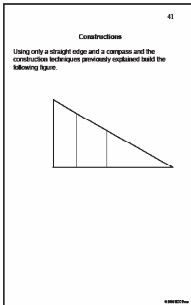
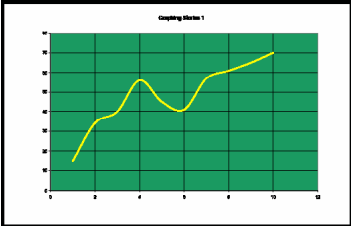
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
December to January	<p>Word Problem Strategy Making Equivalent Fractions</p> <p>Word Problems Strategy Finding Common Multiples</p>	<p>Fraction Box ETC Fraction Task Cards Set B</p>	<p>Drill B3</p> <p>Marsol and Patricia are packing up the books in the library to store them over the summer. Some books are in sets of 3, some are in sets of 4, and some are in sets of nine. What is the smallest number of books they can pack into each box, to keep the sets together and have the same number of books per box? Explain your answer.</p> <p>Drill B4</p> <p>Erich has a soccer game every 5 days, but his friend, Evan, has a soccer game at the same field every 4 days. If they started on the same day, after how many days will they meet on the soccer field again? Explain your answer.</p>	<p>4.NF3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>5.NF2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p>
January to February	<p>Introducing Prime Numbers</p> <p>Introducing Composite Numbers</p>	<p>Fraction Box ETC Fraction Task Cards Set C</p>	<p>Addition and Subtraction with Unlike Denominators C-3</p> <p>Concept</p> <p>A number that is not prime is composite. Make factor trees for each of these composite numbers to determine their prime factors.</p> <p>1) 100 2) 54 3) 64 4) 36 5) 108</p> <p>Operation(s)</p> <p>Complete the operation by changing to the same denominator. Simplify or convert to a proper fraction where necessary.</p> <p>1) $\frac{8}{10} + \frac{3}{5}$ 2) $\frac{11}{12} - \frac{3}{4}$ 3) $\frac{9}{15} - \frac{1}{3}$ 4) $\frac{4}{10} + \frac{4}{10}$</p>	<p>4.OA4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
December to January	Using the 3 Properties with other shapes	Large Hexagon Box		
	Constructions: Bisecting an Angle ***Review measurement of angles***	ETC Geometry Kit		<p>4.MD5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles. 4.MD5b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
January to February	Introduction to Line Graphs	ETC Graphing		<p>4.MD4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p> <p>SCI. 4-1.5. Recognize the correct placement of variables on a line graph.</p>

Upper Elementary Pacing Guide

Subject Area: Decimals

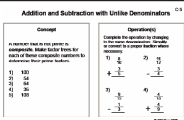

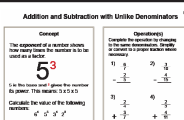
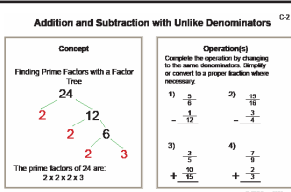
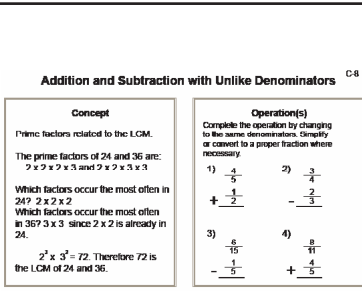
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core																					
February to March	Converting a decimal (with a denominator that has a multiple of 10) to a fraction	Decimal Fraction Board ETC Decimal Task Cards Set B	<p>Adding and Subtracting Decimals B-3</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>Sometimes changing decimals to fractions is very simple, especially when the decimal is in the tenths place. What are the reduced fractions corresponding to these decimals?</p> <table style="margin-left: 20px;"> <tr> <td>0.5</td> <td>0.5</td> </tr> <tr> <td>0.2</td> <td>0.4</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Solve and call out the answer, using appropriate nomenclature, to a peer:</p> $\begin{array}{r} 8.2061 \\ + 3.404 \\ \hline \end{array}$ $\begin{array}{r} 20.734 \\ - 84.8406 \\ \hline \end{array}$ $\begin{array}{r} 48.246 \\ + 56.2307 \\ \hline \end{array}$ </div> </div>	0.5	0.5	0.2	0.4																		
	0.5	0.5																							
0.2	0.4																								
Word Problem Strategies Mixed Operations	Decimal Fraction Board ETC Decimal Task Cards Set B	<p>Drill B-2</p> <p>42) 13,176</p> <table style="margin-left: 20px;"> <tr> <td>12 in = 1 ft</td> </tr> <tr> <td>1.8 = 1 yd</td> </tr> <tr> <td>1,760 yd = 1 mi</td> </tr> </table> <p>How many feet are in a mile</p> <hr style="width: 100px; margin-left: 20px;"/> <p>Ms O. travels 65 miles roundtrip to work every day. She worked 24 days in the month of October. She drove 1,365 miles in September. Which month did she drive more?</p>	12 in = 1 ft	1.8 = 1 yd	1,760 yd = 1 mi																				
12 in = 1 ft																									
1.8 = 1 yd																									
1,760 yd = 1 mi																									
March to April	Introducing Mean, Median, and Mode	Decimal Fraction Board ETC Decimal Task Cards Set B	<p>Adding and Subtracting Decimals B-6</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>These are three terms to describe averages:</p> <ul style="list-style-type: none"> - The median is the middle of a listed list. - The arithmetic mean (usually called average) is the sum of the list divided by the number of items in the list. - The mode is the most popular value in the list. <p>Copy these three forms and their definitions into your math notebook.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Subtracting decimals is similar to subtracting whole numbers, except that the subtrahend can have more digits than the minuend to the right of the decimal point. Simply exchange on money.</p> <p>Find the difference:</p> $\begin{array}{r} 6.43 \\ - 4.871 \\ \hline \end{array}$ $\begin{array}{r} 88.084 \\ - 54.5628 \\ \hline \end{array}$ </div> </div>																						
	Ordering multiple decimal numbers from smallest to largest	Decimal Fraction Board ETC Decimal Task Cards Set B	<p>Adding and Subtracting Decimals B-7</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>The median is often used when there is a great difference between the numbers. For example, if you looked at income figures in a nation, there is great variance.</p> <table style="margin-left: 20px;"> <tr><td>Belgium House</td><td>\$ 600,000.00</td></tr> <tr><td>Belgium Anthony</td><td>\$ 100,000.00</td></tr> <tr><td>Belgium Robert</td><td>\$ 24,000.00</td></tr> <tr><td>Belgium Bill</td><td>\$ 47,000.00</td></tr> <tr><td>Belgium Christopher</td><td>\$ 2,941,000.00</td></tr> <tr><td>Belgium Robert</td><td>\$ 100,000.00</td></tr> <tr><td>Belgium Dwight</td><td>\$ 34,000.00</td></tr> <tr><td>China Wang</td><td>\$ 40,000.00</td></tr> <tr><td>Belgium Jonathan</td><td>\$ 60,000.00</td></tr> <tr><td>Belgium Tony</td><td>\$ 34,000.00</td></tr> <tr><td>India Prasad</td><td>\$ 100,000.00</td></tr> </table> <p>Put this list in order, from the smallest number to the largest. The middle number is the median.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Find the difference and call out the answer, using appropriate nomenclature, to a peer:</p> $\begin{array}{r} 56.47 \\ - 1.276 \\ \hline \end{array}$ $\begin{array}{r} 36.6 \\ - 14.734 \\ \hline \end{array}$ $68.93 - 18.954 =$ </div> </div>	Belgium House	\$ 600,000.00	Belgium Anthony	\$ 100,000.00	Belgium Robert	\$ 24,000.00	Belgium Bill	\$ 47,000.00	Belgium Christopher	\$ 2,941,000.00	Belgium Robert	\$ 100,000.00	Belgium Dwight	\$ 34,000.00	China Wang	\$ 40,000.00	Belgium Jonathan	\$ 60,000.00	Belgium Tony	\$ 34,000.00	India Prasad	\$ 100,000.00
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Upper Elementary Pacing Guide

Subject Area: Math - Fractions

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
February to March	Addition/Subtraction of Fractions with Unlike Denominators	Fraction Box ETC Fraction Task Cards Set C		5th Grade (3/6) When comparing fractions, the greater the denominator, the smaller the fraction unit.
	Word Problem Strategy Looking for Patterns Making Fractional Parts			4.OA5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms
	Introduction of Exponents			
March to April	Prime Factorization written in exponential notation			5th Grade (2/6) When a counting number can be described by several factor pairs, then it is composite; when a counting number can be described with only by one factor pair, then it is prime.
	Using the LCM for prime factorization of higher numbers			6th (1/6) Composite numbers can be modeled using a problem-solving strategy, such as a factorization representation, and expressed algebraically using prime factorization with and without exponents Common factor(s) and the greatest common factor (GCF) communicate and validate a mathematical relationship between the factors of a set of positive integers within a problem situation

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
February to March	Review Types of Lines and Types of Angles *** Provide word problems that allow children to add and subtract unknown parts of a right, straight, or whole angle***			4.MD7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
	Area of Irregular Quadrilaterals and fractional parts	ETC Task Cards Area of Quadrilaterals on Grids		5.NF4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent
	Volume of Rectangular Prism	Base Ten Blocks		
March to April	Understanding Equivalency of Figures through the Transitive Property	Small Hexagon Box ETC Geometry Kit		Translations, rotations, and reflections are all transformations which do not affect the congruency of a two-dimensional figure.
	Review Symmetry Area and Perimeter			4.MD3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
April to May	Multiplication of a Decimal by a Whole Number	Decimal Fraction Board ETC Decimal Task Cards Set C	<p style="text-align: center;">Multiplication of Decimals C-1</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>Using math symbols allows us to write math equations more quickly and efficiently, but sometimes the = and > symbols cause confusion.</p> <p>It is helpful to remember the alligator always eats the biggest meal he can!</p> <p>14 < 10</p> <p>Which number would the alligator eat? Write the statement mathematically.</p> <p>14 > 8 270 > 310 12.7 > 11.9 12 > 6</p> <p style="font-size: small; text-align: right;">© 2012 ETC Consulting</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Multiplication of a decimal by a whole number is simply repeated addition, just like multiplication of a whole number by a whole number.</p> <p>6 x 5 means take 6 five times 30</p> <p>254 x 7 means take 254 seven times</p> <p>Using the hierarchy board for support to keep the place values lined up, lay out and solve.</p> <p>254 x 7 4867 (5)</p> <p style="font-size: small; text-align: right;">© 2012 ETC Consulting</p> </div> </div>	<p style="color: blue; text-align: center;">4.NBT2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p>
	Writing Comparisons <, >, and = of decimals, fractions and whole numbers	Decimal Fraction Board ETC Decimal Task Cards Set C		
	Three ways to write a multiplication equation	Decimal Fraction Board ETC Decimal Task Cards Set C		
May	Writing statements in mathematical equations and in words	Decimal Fraction Board ETC Decimal Task Cards Set C	<p style="text-align: center;">Multiplication of Decimals C-13</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>There are 4 properties in mathematics that are important to acknowledge. These are the Identity Property, the Commutative Property, the Associative Property and the Distributive Property.</p> <p>The associative property states that numbers can be grouped (associated with each other) in any order. It works for addition and multiplication.</p> <p>$(a + b) + c = a + (b + c)$ $(a \cdot b) \cdot c = a \cdot (b \cdot c)$</p> <p>Round and solve the following:</p> <p>$(3.46 + 6.94) + 5.667 =$</p> <p style="font-size: small; text-align: right;">© 2012 ETC Consulting</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Solve the following. Check your layout for accuracy and that you have two lines in the unit's place value. Vocalize each place value multiplication as you execute the problem.</p> <p>8.457 x 0.74 7.98 (0.32)</p> <p>4.568 + 0.83</p> <p style="font-size: small; text-align: right;">© 2012 ETC Consulting</p> </div> </div>	
	Word Problem Strategies Mixed Operations with rounding	Decimal Fraction Board ETC Decimal Task Cards Set C		

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
April to May	Introduction to Probability Predicting Outcomes	Spinners, dice Fraction Box ETC Fraction Task Cards Set D	<p>Multiplication of Fractions D-1</p>	5th When determining all of the possible outcomes of an experiment or experience, the Fundamental Counting Principle can be used to help determine the total number of outcomes if only one of each different group is being considered Results of an experiment or real-life event can be described in fraction form where the numerator identifies the number of probable occurrences out of the number of possibilities, which is the denominator. Predictions regarding an experiment or real-life event can be made and justified from collected data. The more data or trials collected, the better the prediction.
	Multiplication of Fraction by a Whole Number	Fraction Box ETC Fraction Task Cards Set D	<p>Multiplication of Fractions D-3</p>	4.NF4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. 4.NF4b Understand a multiple of a/b as a multiple of $1/b$, and on by a whole number, e.g., by using visual fraction models and equations to represent the problem.
	Multiplication of a Fraction by a Fractions	Fraction Grids ETC Fraction Task Cards Set D		
May	Word Problem Strategy Addition/Subtraction with Unlike Denominators	ETC Fraction Task Cards Set D	<p>Drill D-1</p>	5th Real-life situations involving fractions can be estimated and the approximation can be used to justify if the actual solution is reasonable

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

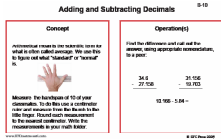
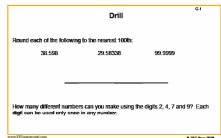

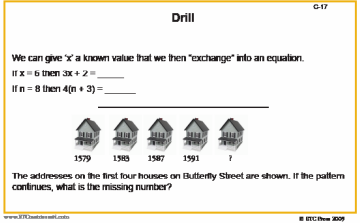
Age Group: Fourth Year

Month	Lesson	Material	Picture	Common Core
April to May	Understanding the Fractional Value of One Shape to Another through the Transitive Property	Triangle Box, Large Hexagon Box, Small Hexagon Box T_1, T_2, T_3 and H_1, H_2, H_3	<div data-bbox="1171 532 1507 782"> <p style="text-align: center;">T_1, T_2, T_3 card 1</p> <p>1) Take a T_3 and a red isosceles obtuse triangle and form a scalene right triangle. To which triangle in the Triangle box is this equivalent? What relationship does the composite figure have to T_1?</p> <p>2) Now, make a second triangle in exactly the same way, with the red isosceles obtuse triangle and T_2. How can you use this information to prove, once again, that T_2 is three-fourths of T_1?</p> <p>Write your explanation and illustrate your work with drawings.</p> <p style="font-size: small;">©IMC and ETC Press</p> </div> <div data-bbox="1171 837 1507 1088"> <p style="text-align: center;">H_1, H_2, H_3 card 2</p> <p>1) Superimpose H_2 onto H_1 in which the centers of each figure coincide. Then, rotate H_2 so that the vertices of H_2 touch the midpoints of the sides of H_1. Prove that the difference between H_1 and H_2 is equal to H_3.</p> <p>Record and illustrate your explanation.</p> <p style="font-size: small;">©IMC and ETC Press</p> </div>	

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Addition, Subtraction of Decimals			5.NBT1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left
	Review Multiplication of Decimal by a whole number			5.OA2 BACK Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them
September to October	Great Lesson History of Number	Greek Numerals Hindu Numerals		The position of a digit, or place value, in a decimal number, determines the value of a number, which aids in the reading of the number and in the expressing of verbal and written comparative statements using words and symbols
	Introduce Multiplication of Decimal by a Decimal	Decimal Checkerboard ETC Decimal Task Cards Set C		5.NBT5 BACK Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
	Using mathematical symbols to write statements	ETC Decimal Task Cards Set C		5.OA1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

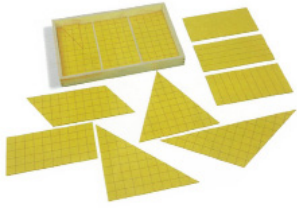
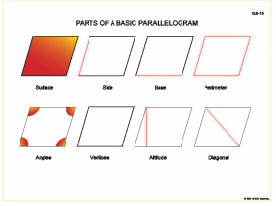
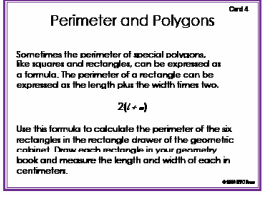
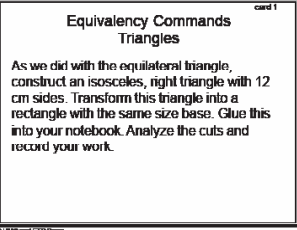
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Addition/ Subtraction of Fractions with Unlike Denominators		<p>Multiplicative Identity B-3</p>	5.NF1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions
	Review Multiplication of Fractions Prime Numbers	ETC Fraction Task Cards Set C	<p>Addition and Subtraction with Unlike Denominators C-3</p>	5.NF4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
September to October	Division of a Fraction by a Whole Number	Box of Fractions ETC Fraction Task Cards Set E	<p>Division of Fractions E-3</p>	5.NF7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
	Division of a Fraction by a Fractions	Fraction Skittles ETC Fraction Task Cards Set E		
	Ratios as Absolute Values	ETC Fraction Task Cards Set E		

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Area of a Rectangle Word Problems Review Volume of a prism	Yellow Area Box ETC Geometry Kit		When solving an area problem, the formula $A = l \times w$ where l and w can be the same or different lengths, can be used for rectangular or square models; whereas, $A = s \times s$, can only be used for a square model because all of the sides, s , must be the same length. The appropriate label for area is the square unit.
	Review Terms of Perimeter, Altitude, Side, Vertex Equivalency of a Parallelogram to a Rectangle	ETC Geometry Kit		The perimeter of a figure can be determined by estimating each side length of the figure and expressing the total with appropriate units, and calculated by adding the exact lengths of each side of the figure and expressing the total with appropriate units. (2/6) Perimeter measured linearly
September to October	Area of a Parallelogram Area of a Square Word Problems	Yellow Area Box ETC Geometry Kit		When solving a perimeter problem, the formulas $P = (2 \times l) + (2 \times w)$ and $P = 2(l + w)$, where l and w can be the same or different lengths, can be used for square and rectangular models; whereas, $P = 4 \times s$ can only be used for a square model because all of the sides must be the same length
	Terms associated with Types of Triangles and their parts	Triangle Nomenclature ETC Geometry Kit		
	Equivalency of a Triangle to a Rectangle	ETC Geometry Kit		

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
August to September	Different forms of multiplication Lattice Multiplication Cross Multiplication Russian Peasants Method			Estimation strategies, such as rounding or compatible numbers, can be used to approximate the solution of a multiplication problem involving whole numbers to determine if the actual solution is reasonable by focusing on the meaning of the numbers.
September to October	Different forms of multiplication Lattice Multiplication Cross Multiplication Russian Peasant's Method			

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

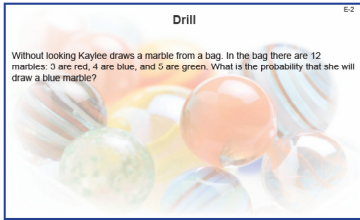
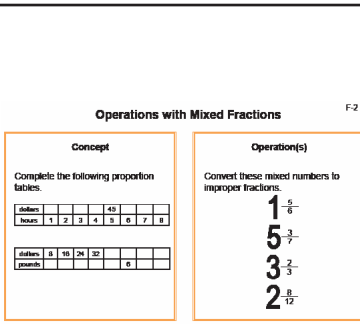


Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
October to November	Additive Identity Multiplicative Identity	ETC Decimal Task Cards Set C	<p style="text-align: center;">Multiplication of Decimals D-5</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>Let's work now on translating from math symbols into words.</p> <p>Did you know there are many ways of saying multiply?</p> <p>We can use: "times," "taken," "multiplied by," and when using fractions, "of."</p> <p>Translate the following with different words for the "x" symbol.</p> <p>$5 \times 6 = 30$ $248 \times 36 =$</p> <p>$12 \times 87 =$ $12 \times 364 =$</p> <p style="font-size: small;">www.ETCconsulting.com</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Solve the following. Be sure that your layout on the checkerboard has two lines (multiplicand and multiplier) sharing a unit. Vocalize each place value as you execute the problem.</p> <p>4.729×0.8 $3.625 \div 0.4$</p> <p>$9.003 \div 0.9$</p> <p style="text-align: right; font-size: small;">© ETC-Nov-2009</p> </div> </div>	(An algebraic relationship exists between related number pairs and the relationship can be used to predict and justify other related number pairs.
	Introducing X for an unknown value in an expression			
	Multiplication of Decimals by a 2 digit decimal	Decimal Checkerboard ETC Decimal Task Cards Set C		
	Distributive Property	ETC Decimal Task Cards Set C	<p style="text-align: center;">Multiplication of Decimals D-13</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>There are 4 properties in mathematics that are important to understand. These are the Identity Property, the Commutative Property, the Associative Property and the Distributive Property.</p> <p>The associative property states that numbers can be grouped (associated) with each other in any order. It works for addition and multiplication.</p> <p>$(a + b) + c = a + (b + c)$</p> <p>$(a \times b) \times c = a \times (b \times c)$</p> <p>Rewrite and solve the following:</p> <p>$(3.46 + 6.94) + 5.667 =$</p> <p style="font-size: small;">www.ETCconsulting.com</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Solve the following. Check your layout for accuracy and that you have two lines in the unit's place value. Vocalize each place value multiplicand as you execute the problem.</p> <p>8.457×0.74 $7.98 \div 0.32$</p> <p>$4.508 \div 0.03$</p> <p style="text-align: right; font-size: small;">© ETC-Nov-2009</p> </div> </div>	
	Word Problem Strategy Translating stories into equations	ETC Decimal Task Cards Set C		
November to December	Estimation of Products	ETC Decimal Task Cards Set C	<p style="text-align: center;">Multiplication of Decimals D-13</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>As we work on translating we need to notice word clues that help. For example "sum" means we will be adding.</p> <p>Translate the following statements into math statements.</p> <p>Four hundred ninety-two and six tenths is greater than four hundred ninety-one and nine tenths.</p> <p>The sum of some number and five is less than or equal to ten.</p> <p>Gary had twice as many Cheetos as Mary, who had six.</p> <p style="font-size: small;">www.ETCconsulting.com</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Solve the following. Be sure that your layout on the checkerboard has two lines (multiplicand and multiplier) sharing a unit. Vocalize each place value as you execute the problem.</p> <p>2.907×0.5 $0.378 \div 0.6$</p> <p>$9.35 \div 0.7$</p> <p style="text-align: right; font-size: small;">© ETC-Nov-2009</p> </div> </div>	

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

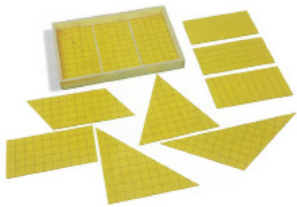
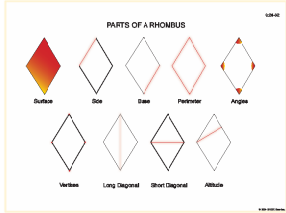
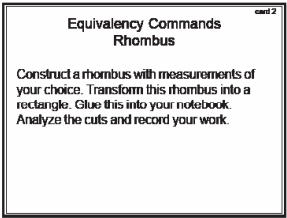
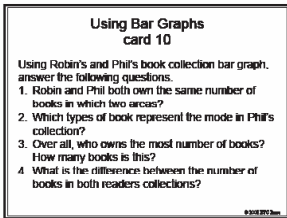
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core																															
October to November	Division of a Fraction by a Fraction Word Problem Strategy Probability	ETC Fraction Task Cards Set E	 <p>Drill E-2</p> <p>Without looking Kaylee draws a marble from a bag. In the bag there are 12 marbles: 3 are red, 4 are blue, and 5 are green. What is the probability that she will draw a blue marble?</p>	5.NF7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.																															
	Operations with Mixed Fractions	ETC Fraction Task Cards Set F	 <p>Operations with Mixed Fractions F-2</p> <p>Concept</p> <p>Complete the following proportion tables.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>dozens</td><td></td><td></td><td></td><td></td><td>48</td></tr> <tr><td>boxes</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> <table border="1" style="display: inline-table;"> <tr><td>dozens</td><td>8</td><td>16</td><td>24</td><td>32</td><td></td><td></td><td></td></tr> <tr><td>boxes</td><td></td><td></td><td></td><td></td><td>6</td><td></td><td></td></tr> </table> <p>Operation(s)</p> <p>Convert these mixed numbers to improper fractions.</p> $1\frac{5}{6}$ $5\frac{3}{7}$ $3\frac{2}{3}$ $2\frac{8}{12}$	dozens					48	boxes	1	2	3	4	5	6	7	8	dozens	8	16	24	32				boxes					6			5.NF7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?
	dozens					48																													
boxes	1	2	3	4	5	6	7	8																											
dozens	8	16	24	32																															
boxes					6																														
Introduction to Proportion	ETC Fraction Task Cards Set F	 <p>Drill F-4</p> <p>Charlie is hiring new Oompa Loompas for the factory. He advertised all over the world for his workers. 1/4 of the applicants came from the United States, one-fourth came from China, one-eighth came from Japan, one-sixteenth came from France, one-thirty-second came from Australia, and 1/8 came from South Africa. How many applied in total and how many came from each country?</p>	6.NS1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem																																
November to December	Word Problem Strategy Working Backwards	ETC Fraction Task Cards Set F	 <p>Drill F-4</p> <p>Charlie is hiring new Oompa Loompas for the factory. He advertised all over the world for his workers. 1/4 of the applicants came from the United States, one-fourth came from China, one-eighth came from Japan, one-sixteenth came from France, one-thirty-second came from Australia, and 1/8 came from South Africa. How many applied in total and how many came from each country?</p>	6.NS1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem																															

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing


Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
October to November	Area of a Triangle Word Problems	Yellow Area Box ETC Geometry Kit		Area measured in square units.
	Review Perimeter of Figures Using Tangrams and Pattern Blocks			
	Nomenclature of Quadrilaterals	ETC Geometry Kit		
November to December	Equivalency of a Rhombus to a Rectangle	ETC Geometry Kit		The orientation of a two- or three-dimensional figure does not affect its congruency or its symmetry Translations, rotations, and reflections are all transformations which do not affect the congruency of a two-dimensional figure.
	Review Bar Graphs	ETC Graphing		Real-life problems involving a set of data in a picture or bar graph can be solved by interpreting the key, labels, scale, and then applying the appropriate operation(s).

Upper Elementary Pacing Guide

Subject Area: Explorations

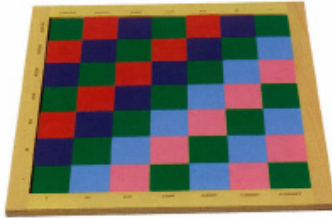
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
October to November	Estimating fractional value	ETC Number Line Task Cards	$\frac{1}{4}$ $\frac{3}{4}$ $\frac{5}{10}$ $\frac{3}{6}$ $\frac{20}{100}$ $.25$ $.75$ $.5$ $.50$ $.2$ $\frac{1}{3}$ $\frac{2}{5}$ $\frac{3}{10}$ $\frac{6}{10}$ $\frac{4}{5}$ $.33$ $.4$ $.3$ $.60$ $.8$	Real-life situations involving fractions can be estimated by comparing each fractional part to the nearest whole number or the nearest benchmark values 0, 1/2, or 1 in order to justify in words and numbers their approximate values.
	Fractions on a Number line	ETC Number Line Task Cards	$1\frac{1}{3}$ $1\frac{8}{10}$ $2\frac{3}{5}$ $3\frac{2}{3}$ $3\frac{4}{8}$ 1.33 1.8 2.60 3.66 3.5 $5\frac{6}{9}$ $7\frac{2}{10}$ $7\frac{1}{5}$ $9\frac{2}{8}$ $9\frac{3}{9}$ 5.66 7.2 7.2 9.25 9.33	Fractions in real-life situations can involve mixed numbers and improper fractions, both of which can be modeled, compared, and ordered on a number line to demonstrate and justify their numerical value in relation to one another.
	Review Probability	ETC Fraction Task Cards Set D	<p>Multiplication of Fractions D2</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>What is the probability that you will roll an odd number if you roll the die 36 times?</p>  <p>Test your prediction and record your work.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Write the whole number as a fraction and complete the operations. Simplify when needed.</p> <p>1) $\frac{2}{5} \times \frac{4}{1} =$</p> <p>2) $\frac{1}{2} \times \frac{5}{1} =$</p> <p>3) $\frac{2}{3} \times \frac{3}{1} =$</p> <p>4) $\frac{4}{7} \times \frac{2}{1} =$</p> <p style="text-align: right; font-size: small;">© ETC Inc 2009</p> </div> </div>	References to probability are everywhere in every-day life (e.g., weather, elections, medical statistics, games, etc.).
November to December				

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core				
December to January	Multiplication of a Decimal by a Decimal	Decimal Checkerboard ETC Decimal Task Cards Set C	 <p>Multiplication of Decimals C-21</p> <table border="1"> <thead> <tr> <th>Concept</th> <th>Operation(s)</th> </tr> </thead> <tbody> <tr> <td> <p>If we can expand whole-number numbers into exponential notation, then we can also change exponential numbers into standard.</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = 2,254$</p> <p>Remember: Base numbers are standard!</p> <p>$(10^4) \cdot (10^4) = (10^8) = (10^8) = (10^8) = 4$</p> <p>$(10^3) \cdot (10^3) = (10^6) = (10^6) = (10^6) = 1$</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = (10^4) = 0$</p> </td> <td> <p>Solve the following. Check your layout for accuracy and that you have two lines in the unit's place value. Visualize each place value multiplication as you execute the problem.</p> <p>0.92×5.40 $3.67 (4.28)$</p> <p>$0.370 \cdot 6.96$</p> </td> </tr> </tbody> </table>	Concept	Operation(s)	<p>If we can expand whole-number numbers into exponential notation, then we can also change exponential numbers into standard.</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = 2,254$</p> <p>Remember: Base numbers are standard!</p> <p>$(10^4) \cdot (10^4) = (10^8) = (10^8) = (10^8) = 4$</p> <p>$(10^3) \cdot (10^3) = (10^6) = (10^6) = (10^6) = 1$</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = (10^4) = 0$</p>	<p>Solve the following. Check your layout for accuracy and that you have two lines in the unit's place value. Visualize each place value multiplication as you execute the problem.</p> <p>0.92×5.40 $3.67 (4.28)$</p> <p>$0.370 \cdot 6.96$</p>	5. NTB2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NTB3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
	Concept	Operation(s)						
	<p>If we can expand whole-number numbers into exponential notation, then we can also change exponential numbers into standard.</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = 2,254$</p> <p>Remember: Base numbers are standard!</p> <p>$(10^4) \cdot (10^4) = (10^8) = (10^8) = (10^8) = 4$</p> <p>$(10^3) \cdot (10^3) = (10^6) = (10^6) = (10^6) = 1$</p> <p>$(10^2) \cdot (10^2) = (10^4) = (10^4) = (10^4) = 0$</p>	<p>Solve the following. Check your layout for accuracy and that you have two lines in the unit's place value. Visualize each place value multiplication as you execute the problem.</p> <p>0.92×5.40 $3.67 (4.28)$</p> <p>$0.370 \cdot 6.96$</p>						
Solving for unknown values	ETC Decimal Task Cards Set C	5.NTB3b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.						
Using Exponential Notation	ETC Decimal Task Cards Set C	5.NF3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem						
January to February	Simplifying Expressions with expanded notation	ETC Decimal Task Cards Set C	<p>Division of Decimals D-1</p> <table border="1"> <thead> <tr> <th>Concept</th> <th>Operation(s)</th> </tr> </thead> <tbody> <tr> <td> <p>There are more shortcuts when using exponents that will need to be explained. Let's discover what happens when we raise a power to a power. Look at $(3^2)^3$. To work it out we multiply the base the number of times stated in the exponent.</p> <p>$(3^2)^3 = (3^2) \cdot (3^2) \cdot (3^2)$</p> <p>Find the value, using exponents:</p> <p>$(3^2)^3 = (3^2)^3 = 3^6$</p> </td> <td> <p>Remember that there are various ways to show division. Now we will begin dividing a decimal by a whole number.</p> <p>ASK FOR A LESSON:</p> <p>Find the quotient.</p> <p>$423.2 \div 8$ $7 \overline{)0.182}$</p> <p>0.34</p> <p>4</p> </td> </tr> </tbody> </table>	Concept	Operation(s)	<p>There are more shortcuts when using exponents that will need to be explained. Let's discover what happens when we raise a power to a power. Look at $(3^2)^3$. To work it out we multiply the base the number of times stated in the exponent.</p> <p>$(3^2)^3 = (3^2) \cdot (3^2) \cdot (3^2)$</p> <p>Find the value, using exponents:</p> <p>$(3^2)^3 = (3^2)^3 = 3^6$</p>	<p>Remember that there are various ways to show division. Now we will begin dividing a decimal by a whole number.</p> <p>ASK FOR A LESSON:</p> <p>Find the quotient.</p> <p>$423.2 \div 8$ $7 \overline{)0.182}$</p> <p>0.34</p> <p>4</p>	
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Division of a Decimal by a whole number	Decimal cubes and skittles ETC Decimal Task Cards Set D							

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
December to January	Extremes times the Means	ETC Fraction Task Cards Set F		6.RP3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
	Converting Mixed Numbers to Improper Fractions	ETC Fraction Task Cards Set F		5.NF5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
	Identifying Equal or Not Equal Proportions	ETC Fraction Task Cards Set F		
January to February	Word Problem Strategy Finding Unknown Fractional Values	ETC Fraction Task Cards Set F		5.NF6 BACK Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
	Finding Unknown Values in a Proportion	ETC Fraction Task Cards Set F		6th Grade (3/6) There is a common relationship between the different representations (concrete models, tables, verbal descriptions, and algebraic generalizations) of proportional and other relationships.

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

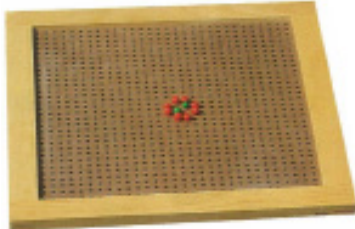
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
December to January	Area of a Rhombus Word Problems	Area Folders ETC Geometry Kit	<p style="text-align: center;">Area of a Rhombus E 4</p> <p>The Upper Elementary is going to advertise their Spaghetti Dinner on some left over copy paper that they have found. However, it was cut by the teachers in the primary classes and is now in the shape of a rhombus. With an area of 900 cm², and a measurement of 30 cm on the short diagonal, what is the long diagonal's length?</p>	
	Introduction to Coordinate Grids Mapping points	ETC Graphing		<p>5.OA3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>
	Calculating Area of Figures Using a Coordinate Grid Focus on transformation of shapes on a grid	ETC Graphing	<p style="text-align: center;">Descartes card 8</p> <p>Place the following x and y values in a table and plot the following points on a coordinate grid.</p> <p style="text-align: center;">(2,3) (4,6) (6,9) (8,12) (10,15)</p> <p>Connect the points on the grid with a straight line. This is called a linear graph.</p> <ol style="list-style-type: none"> Predict what the next three set of points will be. Write how you did this, did you use the table or the graph? If x is 5, what would the value of y be? If y is 10, what would the value of x be? <p style="text-align: right; font-size: small;">© 2009 ETC Consulting</p>	<p>5G1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
January to February	Problem solving using coordinate grids	ETC Graphing Descartes		<p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
December to January	Introduction to Binomials	Peg Board		
January to February	Introduction to Trinomials	Peg Board		

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

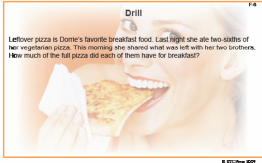
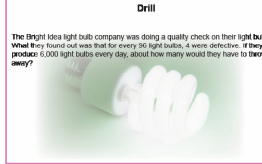
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
February to March	Multiplication and Division of Exponents	ETC Decimal Task Cards Set D	<p style="text-align: center;">Division of Decimals D-6</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">Concept</p> <p style="font-size: 8px; margin: 0;">Changing fractions to decimals by dividing the numerator by the denominator is usually simple. But sometimes, no matter how many zeros we add to the dividend, it doesn't seem to end. In these cases we put a line above the repeating digit.</p> $\frac{1}{3} = \frac{1}{3} = \frac{5}{15}$ $\frac{5}{7} = \frac{1}{9}$ </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">Operation(s)</p> <p style="font-size: 8px; margin: 0;">Find the quotient.</p> $26 \overline{)20.93}$ $5.11 \overline{)14}$ $34.52 \overline{)8}$ </div> </div> <p style="font-size: 8px; margin-top: 5px;">www.ETCconsulting.com © ETC Nov 2009</p>	6.EE 1 Write and evaluate numerical expressions involving whole-number exponents.
	Three Ways to write division	ETC Decimal Task Cards Set D		
	Scientific Notation and negative fractions for decimals	ETC Decimal Task Cards Set D		
March to April	Word Problem Strategies Estimating Product	ETC Decimal Task Cards Set D	<p style="text-align: center;">Drill D-8</p> <p style="font-size: 8px; margin: 0;">Choose the correct estimated product.</p> <p style="font-size: 8px; margin: 0;">$48 \overline{) 512}$ 2,500 25,000 250,000</p> <p style="font-size: 8px; margin: 0;">356×277 60,000 120,000 600,000</p> <p style="font-size: 8px; margin: 0;">719×682 490,000 49,000 490,000</p> <p style="font-size: 8px; margin: 0;">Yikes! It is 11:30. Cinderella has to be home before midnight. She dances one more time with the prince, and it is a twelve-minute song. She grabs some fairy managers from the buffet table, which takes her 6 minutes because of the line. It takes just eight minutes to get home in the pumpkin carriage. Will she make it? What time will she arrive home?</p>	5.NBT7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	Division of a Decimal by a 2 or 3 digit whole numbers	Decimal Cubes and Skittles ETC Decimal Task Cards Set D	<p style="text-align: center;">Division of Decimals D-5</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">Concept</p> <p style="font-size: 8px; margin: 0;">Use the correct order of operations to find the value.</p> <p style="font-size: 8px; margin: 0;">$6 \cdot 3^2 + 3^2 + 5 \cdot 2$ $202.3 + 1.2 =$</p> <p style="font-size: 8px; margin: 0;">$8 \cdot 4^2 + 4^2 + 1.4 + (2^2)^2 + 30 =$</p> <p style="font-size: 8px; margin: 0;">$5^2 + 5^2 \cdot 30 + 4 + (2^2)^2 + 3^2 =$</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; margin: 0;">Operation(s)</p> <p style="font-size: 8px; margin: 0;">Find the quotient.</p> $10 \overline{)34.00}$ $3.88 \overline{)8}$ $0.652 \overline{)7}$ </div> </div> <p style="font-size: 8px; margin-top: 5px;">www.ETCconsulting.com © ETC Nov 2009</p>	

Upper Elementary Pacing Guide

Subject Area: Math - Fractions

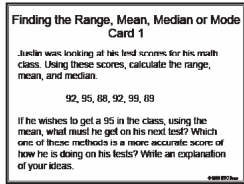
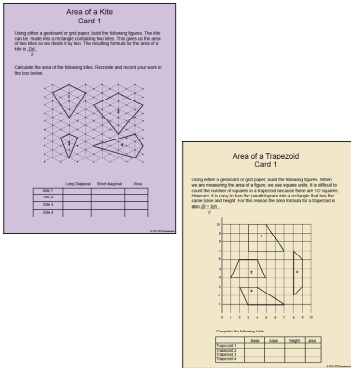
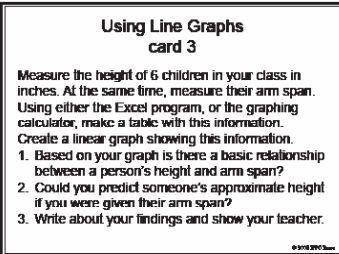
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
February to March	Operations using Mixed Numbers	ETC Fraction Task Cards Set F	<p>Operations with Mixed Fractions F-4</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>Show that the following proportions are either equal (=) or not equal (≠).</p> <p>$\frac{4}{8} ? \frac{10}{20}$ $\frac{9}{15} ? \frac{7}{13}$</p> <p>$\frac{6}{5} ? \frac{18}{16}$ $\frac{31}{17} ? \frac{4}{2}$</p> <p>$\frac{28}{24} ? \frac{12}{9}$ $\frac{21}{13} ? \frac{42}{25}$</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>Convert the mixed number to an improper fraction to complete the operations. Simplify where necessary.</p> <p>$1\frac{2}{3} \times \frac{1}{3} =$</p> <p>$3\frac{2}{8} \div \frac{2}{6} =$</p> <p>$2\frac{4}{5} \times \frac{1}{2} =$</p> </div> </div>	
	Word Problem Strategy Working Backwards	ETC Fraction Task Cards Set F	<p>Drill F-4</p>  <p>Letover pizza is Dome's favorite breakfast food. Last night she ate two-thirds of her vegetable pizza. This morning she showed what was left with her brother. How much of the full pizza did each of them have for breakfast?</p>	
	Scale factor	ETC Fraction Task Cards Set G	<p>Simplifying with the Multiplicative Identity G-1</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Concept</p> <p>Often cartographers, engineers and builders cannot draw their drawings actual size, so they use a scale factor. For instance if the size of a room is really 10 meters by 6 meters, the architect would draw a rectangle of 10 cm by 6 cm with a scale factor of 10.</p> <p>Measure the size of your desk and draw it in your math notebook. Make sure you write your scale factor.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Operation(s)</p> <p>You may have noticed that simplifying can be tedious. Here is a faster way to simplify before doing an operation.</p> <p>$\frac{24}{15} \times \frac{5}{8} = \frac{24}{15} \times \frac{5}{8} = \frac{2}{1} \times \frac{1}{2} = 1$</p> <p>OR</p> <p>$\frac{8}{3} \times \frac{3}{5} = \frac{8}{1} \times \frac{1}{5} = \frac{8}{5}$</p> <p>The multiplicative identity is really a one, so it times one is $\frac{5}{5}$.</p> </div> </div>	
March to April	Simplifying by Cross Canceling	ETC Fraction Task Cards Set G		
	Word Problem Strategy Creative Thinking	ETC Fraction Task Cards Set G	<p>Drill G-4</p>  <p>The Bright Idea light bulb company was doing a quality check on their light bulbs. What they found out was that for every 50 light bulbs, 4 were defective. If they produce 6,000 light bulbs every day, about how many would they have to throw away?</p>	

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

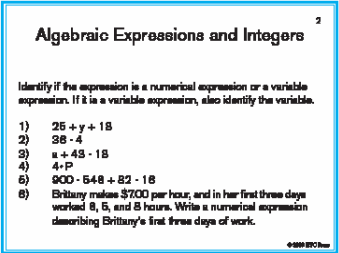
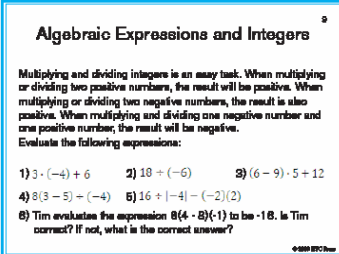
Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core																				
February to March	Introducing Range, Mean, Median, Mode	ETC Graphing	 <p>Finding the Range, Mean, Median or Mode Card 1</p> <p>Justin was looking at his test scores for his math class. Using these scores, calculate the range, mean, and median.</p> <p>92, 95, 88, 92, 99, 89</p> <p>If he wishes to get a 95 in the class, using the mean, what must he get on his next test? Which one of these methods is a more accurate score of how he is doing on his tests? Write an explanation of your ideas.</p>	Characteristics of data in real-life situations can be justified with range, which describes the distribution or spread of the data, and/or median and mode, which describe measures of central tendency																				
	Area of a Kite Word Problems	Area Folders ETC Geometry Kit	 <p>Area of a Kite Card 1</p> <p>Using either a protractor or grid paper, cut the following figure. The kite is on the left. Fold the kite along the diagonal to form two right triangles. The area of the kite is 24.</p> <p>Calculate the area of the following kites. Fold each and insert your work in the box below.</p> <table border="1"> <thead> <tr> <th>Kite Diagram</th> <th>Area</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Area of a Trapezoid Card 1</p> <p>Using either a protractor or grid paper, cut the following figure. When you are measuring the area of a trapezoid, we use grid units. It is helpful to count the number of squares in a 1 square centimeter area and to measure the length of the top and bottom bases and the height. The area of the trapezoid is 18 square centimeters.</p> <table border="1"> <thead> <tr> <th>Base</th> <th>Height</th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>4</td> <td>28</td> </tr> <tr> <td>12</td> <td>5</td> <td>45</td> </tr> <tr> <td>8</td> <td>3</td> <td>18</td> </tr> </tbody> </table>	Kite Diagram	Area							Base	Height	Area	10	4	28	12	5	45	8	3	18	
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Equivalency of a Trapezoid to a Rectangle	ETC Geometry Kit																							
Area of a Trapezoid Word Problems	ETC Geometry Kit																							
	Line Graphs	ETC Graphing	 <p>Using Line Graphs card 3</p> <p>Measure the height of 6 children in your class in inches. At the same time, measure their arm span. Using either the Excel program, or the graphing calculator, make a table with this information. Create a linear graph showing this information.</p> <ol style="list-style-type: none"> Based on your graph is there a basic relationship between a person's height and arm span? Could you predict someone's approximate height if you were given their arm span? Write about your findings and show your teacher. 	5.MD2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.																				

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Fifth Year

Month	Lesson	Material	Picture	Common Core
February to March	Introduction to looking for algebraic patterns	ETC Pre-Algebra Task Cards	 <p>Algebraic Expressions and Integers</p> <p>Identify if the expression is a numerical expression or a variable expression. If it is a variable expression, also identify the variable.</p> <ol style="list-style-type: none"> $25 + y + 18$ $38 - 4$ $a + 43 - 18$ $4 \cdot P$ $900 - 548 + 82 - 18$ Brittany makes \$700 per hour, and in her first three days worked 8, 5, and 8 hours. Write a numerical expression describing Brittany's first three days of work. 	6th Grade (3/6) Problem situations may be effectively represented using tables, words, and symbols (e.g., expressions and equations).
March to April	Introduction to formulating an algebraic equation	ETC Pre-Algebra Task Cards	 <p>Algebraic Expressions and Integers</p> <p>Multiplying and dividing integers is an easy task. When multiplying or dividing two positive numbers, the result will be positive. When multiplying or dividing two negative numbers, the result is also positive. When multiplying and dividing one negative number and one positive number, the result will be negative.</p> <p>Evaluate the following expressions:</p> <ol style="list-style-type: none"> $3 \cdot (-4) + 6$ $10 \div (-6)$ $(6 - 9) \cdot 5 + 12$ $8(3 - 5) - (-4)$ $16 + -4 - (-2)(2)$ Tim evaluates the expression $8(4 - 8)(-1)$ to be -18. Is Tim correct? If not, what is the correct answer? 	<p>6.EE2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.</p> <p>6.EE2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</p> <p>6.EE 4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

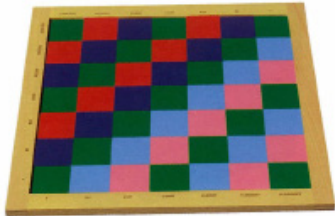
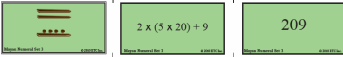
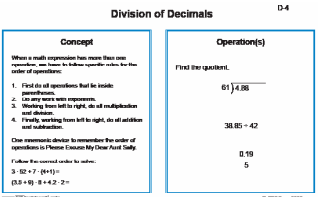
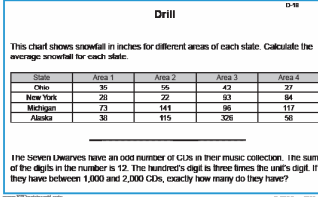
Age Group: Fifth Grade

Month	Lesson	Material	Picture	Common Core
March to April	Polygon Nomenclature	ETC Geometry Kit		
	Equivalency of a Polygon to a Rectangle	ETC Geometry Kit		
	Area of a Polygon Word Problems	ETC Geometry Kit		6.G 3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
April to May	Review Volume of a rectangular prism	ETC Geometry Kit		5.MDa,b,c Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

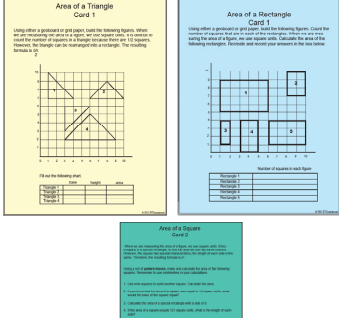
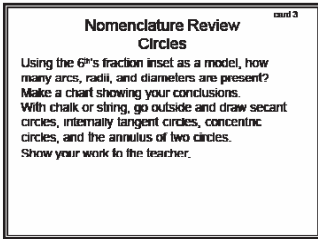
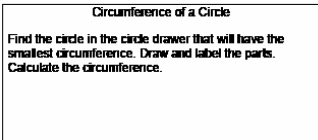
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
August to September	Review Multiplication of Decimal by a Decimal	Decimal Checkerboard		Equivalent forms of whole numbers, fractions, and decimals can be generated using a variety of models, compared and ordered with quantifying descriptors, and communicated using verbal and symbolic comparative statements
	Division of a Decimal by a whole number	Decimal Cubes and Skittles		
September to October	Great Lesson History of Number	Mayan Numerals Babylonian Numerals ETC		6. NS2 Fluently divide multi-digit numbers using the standard algorithm. 6.NS3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
	Division of a Decimal by a Decimal	ETC Decimal Task Cards Set D		
	Order of Operations	ETC Decimal Task Cards Set D		
	Word Problem Strategy Looking for Patterns	ETC Decimal Task Cards Set D		
				A designated order of operations is necessary to accurately simplify expressions representing real-life problem situations involving more than one operation, and the solution can be verified using a calculator. Conjectures from patterns in tables are helpful in validating problem situations, involving proportional and other relationships, and symbolically representing expressions or equations.

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

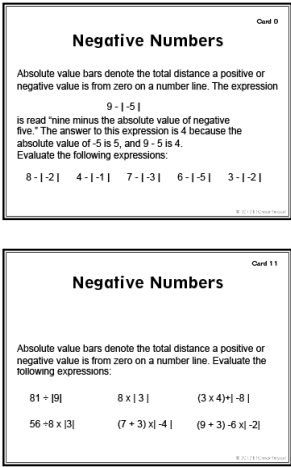
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
August to September	<p>Review</p> <p>Area of a Rectangle Area of a Square Review Area of a Triangle</p>	<p>ETC Task Cards Pattern Block, Tangrams and Geoboards</p>		<p>6.G1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>
September to October	<p>Terms Associated with Circles</p>	<p>ETC Geometry Kit</p>		
	<p>Introduction of Pi Circumference of a Circle Word Problems</p>	<p>Area Folder ETC Geometry Kit</p>		

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
August to September	Introduction of Negative Numbers on a number line	ETC Number Line Task Cards ETC Pre-Algebra	 <p>Negative Numbers Card 0</p> <p>Absolute value bars denote the total distance a positive or negative value is from zero on a number line. The expression $9 - -5$ is read "nine minus the absolute value of negative five." The answer to this expression is 4 because the absolute value of -5 is 5, and $9 - 5$ is 4. Evaluate the following expressions: $8 - -2$ $4 - -1$ $7 - -3$ $6 - -5$ $3 - -2$</p> <p>Negative Numbers Card 11</p> <p>Absolute value bars denote the total distance a positive or negative value is from zero on a number line. Evaluate the following expressions: $81 \div -9$ 8×3 $(3 \times 4) + -8$ $56 \div 8 \times 3$ $(7 + 3) \times -4$ $(9 + 3) - 6 \times -2$</p>	6.NS5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
September to October	Working with negative integers			6NS6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
	Review GCF (4th Grade Fractions) and distributive property (5th grade decimals) to show $36 + 8 = 4(9 + 2)$		6.NS4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

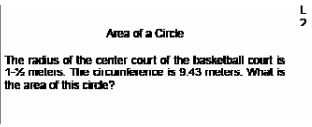
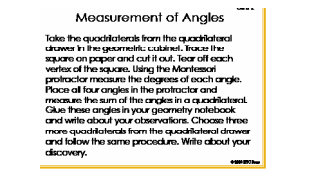
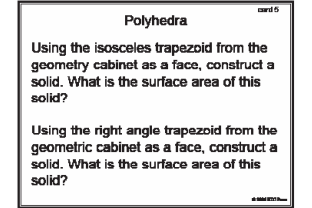
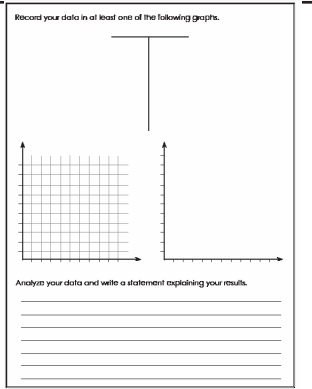
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
October to November	Repeating decimals in a division problems	ETC Decimal Task Cards Set D		<p>The idea of adding and subtracting like places of whole numbers can be applied when solving problems involving adding and subtracting decimal numbers by aligning each digit according to its place value prior to performing the operation</p> <p>6.EE2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p>
	Word Problems Operations with Exponents	ETC Decimal Task Cards Set D		
	Rules of Divisibility			
November to December	Division of a Decimal by a Decimal	ETC Decimal Task Cards Set D		
	Word Problem Use missing signs for order of operations		<p>Use the order of operations rules to place a + or - in each <input type="checkbox"/> to make statement true:</p> <ol style="list-style-type: none"> $3 \square 2 \square 1 \square 3 \square 6 = 1$ $8 \square 3 \square 2 \square 5 \square 11 = 1$ $7 \square 4 \square 6 \square 3 \square 7 = 1$ 	
	Exponents to Standard Notation		<p>Penry loved to play marbles but none of her friends had any. She gave 1/2 of her marbles to Pedro. She gave 1/4 of the marbles she had left to Lerna. Finally she gave 1/2 of what she had left to her sister, Ivy. If 31 marbles left, how many did she start out with?</p>	

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

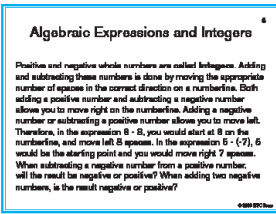
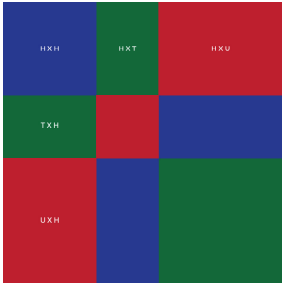
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
October to November	Area of a Circle Two Formulas	Area Folders ETC Geometry Kit	 <p>Area of a Circle</p> <p>The radius of the center court of the basketball court is 1.5 meters. The circumference is 9.43 meters. What is the area of this circle?</p>	6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
	Review Measurement of Angles using a protractor	ETC Geometry Kit	 <p>Measurement of Angles</p> <p>Take the quadrilaterals from the quadrilateral drawer in the geometric cabinet, trace the square on paper and cut it out, tear off each vertex of the square. Using the Montessori protractor measure the degrees of each angle. Place all four angles in the protractor and measure the sum of the angles in a quadrilateral. Give these angles in your geometry notebook and write about your observations. Choose three more quadrilaterals from the quadrilateral drawer and follow the same procedure. Write about your discovery.</p>	Estimation of an angle measure prior to directly measuring the angle will help prevent misreading the scale on the protractor.
	Solids Classification	Polydrons ETC Geometry Kit	 <p>Polyhedra</p> <p>Using the isosceles trapezoid from the geometry cabinet as a face, construct a solid. What is the surface area of this solid?</p> <p>Using the right angle trapezoid from the geometric cabinet as a face, construct a solid. What is the surface area of this solid?</p>	6.G4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems
November to December	Five Platonic Solids Calculation of Surface Area	Use Polydrons or solid templates to form solids.		
	In science experiments focus on using a variety of tables, bar graph, line graphs, and data charts		 <p>Record your data in at least one of the following graphs.</p> <p>Analyze your data and write a statement explaining your results.</p>	6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
October to November	Introduction to working with negative numbers	ETC Pre-Algebra Task Cards	 <p>Algebraic Expressions and Integers ⁶</p> <p>Positive and negative whole numbers are called integers. Adding and subtracting these numbers is done by moving the appropriate number of spaces in the correct direction on a numberline. Subtracting a positive number and subtracting a negative number allows you to move right on the numberline. Adding a negative number or subtracting a positive number allows you to move left. Therefore, in the expression $8 - 8$, you would start at 8 on the numberline, and move left 8 spaces. In the expression $6 - (-7)$, 6 would be the starting point and you would move right 7 spaces. When subtracting a negative number from a positive number, will the result be negative or positive? When adding two negative numbers, is the result negative or positive?</p>	<p>6.NS7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram 6.NS7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</p>
	Review Coordinate Grids with all 4 Quadrants Associate with Absolute Value	ETC Coordinate Grid from Graphing		<p>6.NS8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate</p>
November to December	Introduction to working with square roots **Verify the value of a,b, or c by substitution**	Peg Board Square Root Guides		<p>6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>

Upper Elementary Pacing Guide

Subject Area: Math - Decimals

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core									
December to January	Rules of Divisibility	ETC Decimal Task Cards Set D	<p>Division of Decimals D-17</p> <p>Concept A number is divisible by 8 if it is even and the last 3 digits are divisible by 8. Copy the following numbers into your table. Write "Yes" under each number that is divisible by 8, and "No" if it is not divisible by 8.</p> <table border="1"> <tr> <td>2,888</td> <td>7,038</td> <td>5,024</td> </tr> <tr> <td>4,862</td> <td>4,963</td> <td>2,036</td> </tr> <tr> <td>4,254</td> <td>8,942</td> <td>11,556</td> </tr> </table> <p>Operation(s) Find the quotient. Don't forget to show all the steps.</p> $\begin{array}{r} 2.88 \overline{) 3.36} \\ \underline{5.76} \\ 0.00 \\ \hline \end{array}$ $\begin{array}{r} 5.99 \overline{) 4.1} \\ \underline{5.99} \\ 0.11 \\ \underline{0.22} \\ 0.00 \\ \hline \end{array}$	2,888	7,038	5,024	4,862	4,963	2,036	4,254	8,942	11,556	Percents are part-to-whole relationships where the whole is 100.
	2,888		7,038	5,024									
4,862	4,963	2,036											
4,254	8,942	11,556											
Introduction of a Percent	<p>Division of Decimals D-20</p> <p>Concept ASK FOR A LESSON: The formula is: Part/whole = Percent Percent equals Part times 100 or $P = \frac{P}{W} \times 100$ We use the correct sign to answer: base rate Percentage Trying to find Formula Skeena collects newspapers from households in the 20 newspaper columns. He has already gone to 20% of the houses. How many more does he need to visit?</p> <p>Operation(s) Find the quotient. Don't forget to show all the steps.</p> $\begin{array}{r} 0.094 \overline{) 3.854} \\ \underline{0.872} \\ 0.982 \\ \underline{0.982} \\ 0.000 \\ \hline \end{array}$ $\begin{array}{r} 36.36 \overline{) 8.072} \\ \underline{72.72} \\ 0.352 \\ \underline{0.704} \\ 0.000 \\ \hline \end{array}$												
January to February	Changing a fraction to a decimal to a percent (common)	ETC Decimal Task Cards Set D	<p>Division of Decimals D-18</p> <p>Concept ASK FOR A LESSON: Any fraction (which can also be called a ratio) with a denominator of 100 is also a percent. $\frac{14}{100} = \frac{20}{100} = 20\%$ Find the equivalent percent for each: $\frac{15}{100} = 15\%$ $\frac{910}{100} = 9.1\%$ $\frac{34}{100} = 3.4\%$ Find the equivalent fraction for each: $30\% = \frac{30}{100}$ $8\% = \frac{8}{100}$ $5\% = \frac{5}{100}$</p> <p>Operation(s) Find the quotient. Don't forget to show all the steps.</p> $\begin{array}{r} 0.064 \overline{) 0.676} \\ \underline{0.64} \\ 0.036 \\ \underline{0.32} \\ 0.056 \\ \underline{0.56} \\ 0.000 \\ \hline \end{array}$	Real-life situations involving ratios, rates and percents can be validated using a variety of models and solved using a problem-solving strategy.									
	Changing a fraction to a decimal to a percent (uncommon)		<p>Division of Decimals D-19</p> <p>Concept Common usage allows a fraction to be a percent symbol when necessary, such as when the number is a repeating decimal. What are these common percent ratios? $\frac{1}{3} = 33\frac{1}{3}\%$ $\frac{2}{5} = 40\%$ $\frac{3}{8} = 37.5\%$ What are these common fraction equivalencies? $\frac{66}{100} = \frac{33}{50} = 66\%$ $\frac{12}{25} = 48\%$</p> <p>Operation(s) Find the quotient. Don't forget to show all the steps.</p> $\begin{array}{r} 2.12 \overline{) 0.888} \\ \underline{4.24} \\ 0.468 \\ \underline{0.936} \\ 0.000 \\ \hline \end{array}$										
	Calculating Percentage		<p>Division of Decimals D-22</p> <p>Concept Caitlin is shopping for an outfit with her mom. She found a beautiful pair of shoes she loved and was for \$75. It is discounted by 20%. How much will she pay? base = rate = Percentage = Trying to find = Formula = Answer = $P = \frac{P}{W} \times 100$ $W = \frac{P}{P}$ $R = \frac{P}{W}$</p> <p>Operation(s) Find the quotient. Don't forget to show all the steps.</p> $\begin{array}{r} 4.81 \overline{) 2.302} \\ \underline{9.62} \\ 0.3706 \times 4 = 1.4824 \\ \underline{1.4824} \\ 0.0000 \\ \hline \end{array}$										

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

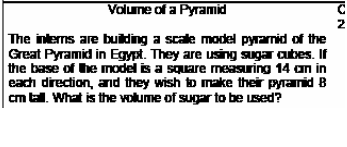
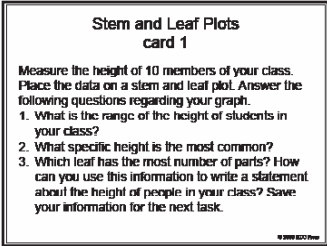
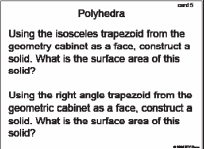
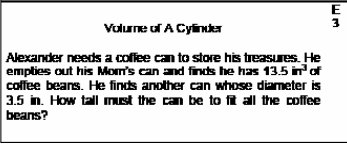
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
December to January	Volume of Regular Prisms Word Problems	ETC Geometry Kit	<p>Volume of a Rectangular Prism</p> <p>Get the square prism from the geometric solids. Measure and find the volume.</p> <p>TESSELLATIONS Introduction</p> <p>The word tessellation comes to us from the Latin tessera, which was the small square tiles or tiles used to decorate the ancient Roman. Later it evolved, a shape tessellation is a pattern made up of one or more shapes, completely covering a surface without any gaps or overlaps. This one and three-dimensional shapes that tessellate, meaning they fill only space with no overlaps. All tessellations are based on six regular polygons. They can be subdivided to the point making an even greater variety. Artists, designers and mathematicians have been interested in tessellation design and their properties for centuries. Squares and rectangles are described as early as 4000 B.C.E. Archimedes investigated properties of regular polygons and combinations of regular polygons that tessellate. The most extensive work with regular shapes was done by Leonhard Euler, during the period 1736-1782, on the famous regular dodecahedron. A number of proofs, attempts, or our award appears in his 1736-1782 work. He had known until he died his theory in 1830. Euler's "The Top of movement of the spheres also used tessellations with geometrically precise patterns that create and define other four faces.</p> <p><small>©2010-2012 ETC Consulting, 877-409-2929, www.ETCConsulting.org</small></p>	<p>6.G2 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, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>
	Introduction to Tessellations			
	Review Range, Mean, Mode	Introduced in 5th Grade with ETC Graphing and ETC Decimal Cards		
January to February	Scatter Plots	ETC Graphing		6.SP2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
	Writing Mathematical Statements			6. EE. 8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

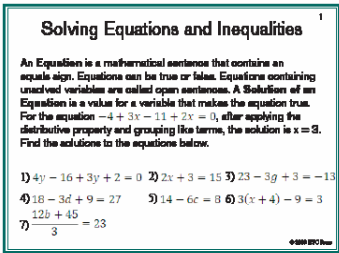

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
February to March	Volume of Pyramids Word Problems	ETC Geometry Kit	 <p>The interns are building a scale model pyramid of the Great Pyramid in Egypt. They are using sugar cubes. If the base of the model is a square measuring 14 cm in each direction, and they wish to make their pyramid 8 cm tall. What is the volume of sugar to be used?</p>	5.MD4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	Introduction to Stem and Leaf Plots Introduction of Histograms and Box Plots	ETC Graphing	 <p>Measure the height of 10 members of your class. Place the data on a stem and leaf plot. Answer the following questions regarding your graph.</p> <ol style="list-style-type: none"> 1. What is the range of the height of students in your class? 2. What specific height is the most common? 3. Which leaf has the most number of parts? How can you use this information to write a statement about the height of people in your class? Save your information for the next task. 	6.SP1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers 6.SP4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
March to April	Surface Area of Cylinder Surface of a Cone		 <p>Using the isosceles trapezoid from the geometric cabinet as a face, construct a solid. What is the surface area of this solid?</p> <p>Using the right angle trapezoid from the geometric cabinet as a face, construct a solid. What is the surface area of this solid?</p>	
	Volume of a Cylinder Volume of a Cone Word Problems	Area Folder ETC Geometry Kit	 <p>Alexander needs a coffee can to store his treasures. He empties out his Mom's can and finds he has 13.5 in³ of coffee beans. He finds another can whose diameter is 3.5 in. How tall must the can be to fit all the coffee beans?</p>	

Upper Elementary Pacing Guide

Subject Area: Explorations

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
February to March	Introduction to working with linear equations	ETC Pre-Algebra Task Cards	 <p>Solving Equations and Inequalities</p> <p>An Equation is a mathematical sentence that contains an equals sign. Equations can be true or false. Equations containing unassigned variables are called open sentences. A Solution of an Equation is a value for a variable that makes the equation true. For the equation $-4 + 3x - 11 + 2x = 0$, after applying the distributive property and grouping like terms, the solution is $x = 3$. Find the solutions to the equations below.</p> <p>1) $4y - 16 + 3y + 2 = 0$ 2) $2x + 3 = 15$ 3) $23 - 3g + 3 = -13$ 4) $18 - 3d + 9 = 27$ 5) $14 - 6c = 8$ 6) $3(x + 4) - 9 = 3$ 7) $\frac{12b + 45}{3} = 23$</p>	6.EE.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
	Introduction to Cubing	Cubing Material		6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
March to April	Introduction of Absolute Value on a Number line	ETC Negative Number Line		6.NS7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation 6.NS7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars

Upper Elementary Pacing Guide

Subject Area: Assessment Preparation

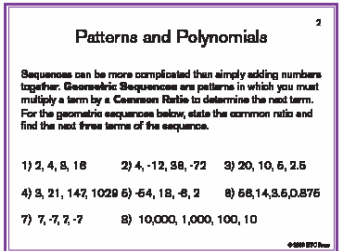
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April to May	Review: Range, Mean, Median, Mode; Scatter Plots, Stem and Leaf Plots, Histograms and Box Plots	ETC Graphing		<p>6.SP5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Upper Elementary Pacing Guide

Subject Area: Math- Fractions

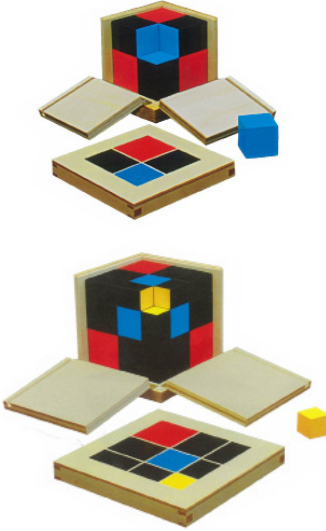
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April to May	Looking for Patterns	ETC Pre-Algebra		Proportional relationships, which are multiplicative in nature, can be created using equivalent ratios
	Writing a word problem in a mathematical statement involving ratios, and proportions			Conjectures from patterns in tables are helpful in validating problem situations, involving proportional and other relationships, and symbolically representing expressions or equations.

Upper Elementary Pacing Guide

Subject Area: Explorations

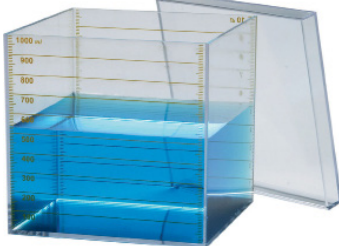
Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April to May	Working with cube roots	Binomial, Trinomial and Hierarchical Cube Cubing Material		

Upper Elementary Pacing Guide

Subject Area: Geometry/Graphing

Age Group: Sixth Year

Month	Lesson	Material	Picture	Common Core
April	Archimedes and Water Displacement	Oral Story Liter Cube		
	Volume of a Sphere Word Problems	Area Folders ETC Geometry Kit	<p style="text-align: center;">Volume of a Sphere</p> <p>The solid verb ball has a circumference of 18 cm and a diameter of 6 cm. What is the volume of the verb symbol?</p>	
May				

CCSS Language Arts & Literacy

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Representative AMI Language Curriculum

	Activity ID	Prerequisite Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
	42005	Great Story: The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	42010	Ancient Egypt – Hieroglyphics	Language charts
The History of Written Language: Stories	42011	Phoenicians – The First Alphabet	Language charts
	42012	The Greek Alphabet	Language charts
	42013	The Roman Alphabet	Language charts
	42014	After the Romans/Current alphabet	Language charts
	42015	Invention of Printing	Books
	42016		
	42018	Study of Written Language/History	
The History of Written Language: Explorations	42019	Research, make charts, timelines, tracing written language history	Research materials
	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
Handwriting in the Elementary Class	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 4-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 - 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	Labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	Follow commands, collaborate	activity/command cards
Reading in Elementary	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
	42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books
	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
Literature	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
	42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.
	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
Word Study: Affixes, Compound Words, Word Families	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels

Activity ID	Preparations/Activities	Materials	
42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets	
42308	Finding words w/suffixes, root or prefixes in books	books	
Word Study: Affixes, Compound Words, Word Families	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
Spelling	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
	42450	Rules for Capitalization	punctuation and capitalization charts
Punctuation	42451	Rules for End Of Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
The Noun	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
	42506	Article: Oral Introduction	story told by teacher
The Article	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
The Adjective	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
The Verb	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
The Preposition	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
The Adverb	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
	42532	Pronoun: Oral Introduction	story told by teacher
The Pronoun	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
The Conjunction	42538	Conjunction: Command Cards	Conjunction Command Cards
	42540	Interjection Grammar Box	Interjection Grammar Box
The Interjection	42541		
Parts of Speech: Further Work			
	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
The Noun, Further Work	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
The Adjective, Further Work	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
The Verb, Further Work – Tenses	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

Activity ID	Prerequisite(s), if any	Material
42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
42563	Conjugation Intensive or Negative Form	Verb Card Material
42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
42565	The Formation of Compound Tenses	
42567	Concept and Language of Active and Passive Voice	written work
42568	Formation of Passive Voice from Active and Active from Passive	written work
42570	Concept and Language of Indicative Mood	written work
42571	Concept and Language of Imperative Mood	written work
42572	Concept and Language of Subjunctive Mood	written work
42573	Mood: Finite and Non finite Forms	
42574	Mood: Finite and Non- finite Forms: Infinitive & Participle	
42576	Notional, Auxiliary, Linking verbs	
42577	Gerund	
42578	Participle	
42579	Infinitive	
42581	Verb Conjugation, Complete	Verb Card Material
42582	Principal Parts of the Verb	
42584	Children find prepositions in their own writing, analyze patterns, etc.	students writing
42586	Classification of adverbs	pencil/paper
42587	Logical adverb game	verb/adverb card material
42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
42591	Classification of Pronouns	
42592	Different types of Pronouns	Grammar books, literature
42593		
42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
42599	Children write and analyze their own sentences	papers/pencil
42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
42610	Analyze sentences with "names only" box	Sentence Analysis Arrows/circles with names only
42611	Student composes and analyzes own sentences with various features	paper/pencil
42613	Linking Verb: Using Chart A	Chart A
42614	Explore Noun of Direct Address	Chart A
42615	Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
42616	Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
42617	Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
42618	Analyze a sentence and its parts, using Chart A	Chart A
42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
42621	write and find in literature compound sentences	pencil/paper, books
42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
42623	Classification of conjunctions	Chart D
42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

	LEVEL ID	Presentations/Activities	Materials
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
Written Expression	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
	43000		
Sentence Building	43001	Sentence Building - Words	pencil/paper
	43002	Sentence Building - Phrases	pencil/paper
	43003	Sentence Building - Clauses	pencil/paper
	43004	Sentence Building - Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building - Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building - Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
Expressive Writing Techniques	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
	43500	Pre Writing: Making a concept map	pencil/paper
	43501	Pre Writing: Making an outline from the concept map	pencil/paper
Writing Process	43502	Pre Writing: Organizing a team based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre Writing: Choosing a topic	
	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
Written Expression Genres	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
	43700	The Parts of a Book	Books
Reports and Research	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

	Activity ID	Presentation/Activities	Material
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper
	43801	Memorisation, Recitation	Poetry
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials
	43803	Types of Poetry - Reading	Poetry books, pencil/paper
Style	43900	study one's own writing for style	own writing
	43901	analyze literature for style	stories, novels, poems
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources
Spoken Language and Listening	45000	Oral Presentations - how to be an audience/presenter	written work to present
	45001	Drama activities	Play, poems, written work to perform
	45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
	45003	Class Meetings: Creating classroom rules	class of children
	45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
	45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
	45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
	45007	Presenting a Report	
	45008	Giving a Speech	group of children with written work to share
	45009	Organized Debate	
	45010	Reporting, speech-making, debates	group of children with written work to share
	45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
	45013	Regular, individual meetings between teacher and child	

Language

CODES/STANDARDS	RELEVANT A.M.L. ACTIVITIES	RESOURCES/MATERIALS	COMPLETION/Completion of standards within the year	COMMENTS
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	See detailed standards that follow		C	
L.1.1a Print all upper and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
Conventions of Standard English	42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box		
L.1.1f Use frequently occurring adjectives.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	

CES DOMAIN	CES STANDARDS	REPLACES NT & MET ACTIVITIES	RESOURCES/MATERIALS	PROFESSIONAL STANDARDS/LEVELS	COMPLEXITY	
	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C		
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper	C		
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper	C		
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C		
	L.1.2e Spell untaught words phonetically; drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non readers & non fluent readers: phonetic words sounds of the letters, consonants and short vowels 42102 Non readers & non fluent readers: phonetic words initial single consonant/ single vowel, ending letter a single consonant 42103 Non readers & non fluent readers: phonetic words digraphs - final 2 - 3 letters, beginning letter a single consonant 42104 Non readers & non fluent readers: label and read objects in the environment 42105 Non readers & non fluent readers: phonograms 42106 Non readers & non fluent readers: further phonogram work 42107 Non readers & non fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Labels/pencil Phonogram cards/words/object boxes Phonogram bowls/lets Puzzle words Spelling rules Phonogram cards	C		
	Conventions of Standard English	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
		L.2.1a Use collective nouns (e.g., group)	42546 Classification of the noun: collective	Noun classification materials/cards	C	
		L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C	
		L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce intransitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C	
		L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past tense) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box None listed Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C		

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.A.I. ACTIVITIES	RELEVANT MATERIALS	TECHNICAL SUPPORT	COMMENTS	
Conventions of Standard English	L.2.1 Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	42567 Concept and language of active and passive voice	Written work/written work			
		42568 Formation of passive voice from active and active from passive	Sentence analysis material arrow/circle			
		42596 Analyze simple sentence, subject/predicate	Sentence analysis material arrows/circles			
		42597 Analyze simple sentence, subject/predicate/direct object	Sentence analysis material arrows/circles			
		42598 Analyze simple sentence, subject/predicate/direct and indirect objects	Pencil/paper			
		42599 Children write and analyze their own sentences	Sentence analysis arrows/circles with names and questions			
		42602 Introduce longer sentences with one independent clause	Sentence analysis arrows/circles with names and questions			
		42603 Analyze sentences with adverbial modifiers	Sentence analysis arrows/circles with names and questions			
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names and questions			
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names and questions			
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names and questions		C	
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names and questions			
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names and questions			
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names only			
		42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only			
		42611 Student composes and analyzes own sentences with various features	Pencil/paper, sentence analysis material			
		42620 Introduce compound sentences and label parts	Pencil/paper, books			
		42621 Write and find in literature compound sentences	Pencil/paper, sentence analysis material			
		42622 Introduce complex sentences and label parts	Chart D			
		42623 Classification of conjunctions	Pencil/paper, sentence analysis material			
		42624 Introduce compound complex sentences and label parts				
		1.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow			C
		L.2.2a Capitalize holidays, product names, and geographic names	42450 Rules for capitalization	Orthography folders		
			42451 Rules for end-of-sentence punctuation	Spelling charts for rules		
			42452 Rules for comma usage	Movable alphabets, pencil/paper		C
			42453 Use of semicolon, colon, dash	Pencil/paper		
		L.2.2b Use commas in greetings and closings of letters.	42454 Classification of the noun: proper, common	Noun classification materials/cards		
			42450 Rules for capitalization	Orthography folders		
			42451 Rules for end-of-sentence punctuation	Spelling charts for rules		
			42452 Rules for comma usage	Movable alphabets, pencil/paper		
	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42453 Use of semicolon, colon, dash	Pencil/paper			
		43005 Sentence building – comma splices, run-in sentences, sentence fragments	Pencil/paper		C	
		43006 Sentence building – misplaced modifiers	Pencil/paper			
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper			
	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge, boy → bou)	42589 Personal pronouns: declension (subjective, objective, possessive case)	None listed			
		42590 Pronoun: impressionistic charts of the personal pronoun	Impressionistic pronoun charts		C	
		42591 Classification of pronouns	None listed			
		42592 Different types of pronouns	Grammar books, literature			
		42105 Non-readers & non-fluent readers: phonograms	Phonogram cards/words/object boxes			
		42106 Non-readers & non-fluent readers: further phonogram work	Phonogram booklets			
		42107 Non-readers & non-fluent readers: puzzle words	Puzzle words		C	
		42108 Spelling variations: silent e	Spelling rules			
		42109 Spelling variations: phonogram cards	Phonogram cards			
		42203 How to use a dictionary	Dictionary			
	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42204 Independent silent reading	Reference books: atlas, encyclopedias, thesaurus, texts, etc.			
		42205 Teacher reads aloud to class	Orthography folders			
		42206 Individual/small group reading aloud	Spelling charts for rules			
		42207 Reading for research: use of content material	Movable alphabets, pencil/paper			
		42100 Exploring spelling foundations & rules	Phonogram cards, books			
		42401 Common spelling rules	Pencil/paper			
		42402 Introduction to spelling	Pencil/paper			
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Language charts		C	
		42404 Spelling lists	Personal dictionary			
		42405 Spelling: contractions	Dictionary, language material			
	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	42406 Dictation	Punctuation and capitalization charts			
		42407 Spelling: homonyms	Punctuation and capitalization charts			
		42408 Making child's personal dictionary	Punctuation and capitalization charts			
		42409 Etymologies	Punctuation and capitalization charts			
		43102 Introduce use of thesaurus to expand word choice in writing	Thesaurus			
		43700 The parts of a book	Books			
		43701 Using an encyclopedia	Encyclopedias			
		See detailed standards that follow				C
		L.3.2 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name	Story told by teacher		
			42501 Concept and language of noun	Grammar box words and noun symbol		
	42502 Making lists of nouns, booklets, scrolls		Pencil/paper			
	42503 The number of the noun: singular, plural		Noun material			
	42504 The gender of the noun: masculine, feminine		Filler box noun material from grammar boxes			
	42506 Article: oral introduction		Story told by teacher			
	42507 Article grammar box		Article grammar box/filling box, symbols box			
	42508 Article: definite, indefinite		Article grammar box/filling box, symbols box			
	42510 Adjective: oral introduction		Story told by teacher/objects in environment			
	42511 Adjective grammar box		Adjective grammar box/filling box, symbols box			
	42512 Adjective: impressionistic chart of noun family		Noun family chart			
	42513 Adjective: command cards		Adjective command cards			
	42514 Adjective: transposition		Adjective grammar box/filling box, symbols box		C	
	42516 Verb: oral introduction		Story told by teacher			
	42517 Verb grammar box		Verb grammar box/filling box, symbols box			
	42518 Verb: impressionistic chart of noun family and verb		Impressionistic chart noun family and verb			
	42519 Verb: command cards		Verb command cards			
	42520 Verb: transposition		Verb grammar box/filling box, symbols box			
	42527 Adverb: oral introduction		Story told by teacher			
	42528 Adverb grammar box		Adverb grammar box/filling box, symbols box			
	42529 Adverb: command cards	Adverb command cards				
	42530 Adverb: transposition/word order	Adverb grammar box/filling box, symbols box				
	42532 Pronoun: oral introduction	Story told by teacher				
	42533 Pronoun grammar box	Pronoun grammar box/filling box, symbols box				

LESSON PLAN	LESSON STANDARDS	REFERENCE MATERIALS	RESOURCES/MATERIALS	ASSESSMENT	CONCEPTS
	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: Impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
Conventions of Standard English	L.3.1f Ensure subject verb and pronoun antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42590 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game*	Pencil/paper Objects from classroom Adjective card material Adjective card material Adjective classification chart, adjective cards	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42517 Conjunction grammar box 42538 Conjunction: command cards 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses, using arrows and dependency circles 42634 Complex sentences - dependencies of clauses, using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	

CESS CODE	CESS STANDARD	CONTENT AREA/ACTIVITY	RESOURCES/MATERIALS	COMPLEXITY LEVEL	ASSESSMENTS		
Conventions of Standard English	L.1.1 Produce simple, compound, and complex sentences.	42596 Analyze simple sentence, subject/predicate	Sentence analysis material arrow/circle				
		42597 Analyze simple sentence, subject/predicate/direct object	Sentence analysis material arrows/circles				
		42598 Analyze simple sentence, subject/predicate/direct and indirect objects	Sentence analysis material arrows/circles				
		42599 Children write and analyze their own sentences	Paper/pencil				
		42602 Introduce longer sentences with one independent clause	Sentence analysis arrows/circles with names and questions				
		42603 Analyze sentences with adverbial modifiers	Sentence analysis arrows/circles with names and questions				
		42604 Analyze sentences with attributives and appositives	Sentence analysis arrows/circles with names and questions				
		42605 Analyze sentences with compound subject, compound predicate	Sentence analysis arrows/circles with names and questions				
		42606 Analyze sentences with elliptical construction	Sentence analysis arrows/circles with names and questions				
		42607 Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence analysis arrows/circles with names and questions				
		42608 Analyze sentences with verb phrase (emphatic form, modal, negation)	Sentence analysis arrows/circles with names and questions				
		42609 Analyze sentences with imperatives	Sentence analysis arrows/circles with names and questions				
		42610 Analyze sentences with "names only" box	Sentence analysis arrows/circles with names only				
		42611 Student composes and analyzes own sentences with various features	Sentence analysis arrows/circles with names only				
		42613 Linking verb: using chart A	Chart A				
		42614 Explore noun of direct address	Chart A				
		42615 Reflexive verb and reflexive pronoun	Sentence analysis arrows/circles				
		42616 Introduce transitive/intransitive verbs	Transitive/intransitive charts				
		42617 Verbalic gerund, participle, infinitive	Sentence analysis arrows/circles				
		42618 Analyze a sentence and its parts, using chart A	Chart A				
		42620 Introduce compound sentences and label parts	Pencil/paper, sentence analysis material				
		42621 Write and find in literature compound sentences	Pencil/paper, books				
		42622 Introduce complex sentences and label parts	Pencil/paper, sentence analysis material				
		42623 Classification of conjunctions	Chart B				
		42624 Introduce compound (complex sentences) and label parts	Pencil/paper, sentence analysis material				
		42626 Independent coordinate clauses	Pencil/paper, sentence analysis material				
		42627 Compound sentences with coordinate clauses	Pencil/paper, sentence analysis material				
		42628 Analyze complex sentences using chart B	Chart B				
		42629 Noun clause as subject	Pencil/paper, sentence analysis material				
		42630 Noun clause as direct/indirect object	Pencil/paper, sentence analysis material				
		42631 Adverbial clause	Pencil/paper, sentence analysis material				
		42632 Adverbial clause	Pencil/paper, sentence analysis material				
		42633 Complex sentences - dependencies of clauses: using arrows and dependency circles	Arrows and dependency circles				
		42634 Complex sentences - dependencies of clauses: using chart C	Chart C				
		42635 Write compound and complex sentences and analyze parts	Pencil/paper				
		42636 Write and find in literature complex sentences for analysis	Pencil/paper, books				
		42637 Write and find in literature compound (complex sentences) for analysis	Pencil/paper, books				
		43001 Sentence building - words	Pencil/paper				
		43002 Sentence building - phrases	Pencil/paper				
		43003 Sentence building - clauses	Pencil/paper				
		43004 Sentence building - agreement of subject and predicate	Pencil/paper				
		43005 Sentence building - comma splice, run-on sentences, sentence fragments	Pencil/paper				
		43006 Sentence building - misplaced modifiers	Pencil/paper				
		43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Pencil/paper				
		43008 Sentence structure variations	Written work, to present				
			L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	See detailed standards that follow			
			L.1.2a Capitalize appropriate words in titles	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42026 Making capital letters	Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Pencil/paper, green boards		
			L.1.2b Use commas in addresses.	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Movable alphabets, pencil/paper Pencil/paper		
			L.1.2c Use commas and quotation marks in dialogue.	42451 Rules for end of sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper		
			L.1.2d Form and use possessives.	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42553 Classification of adjectives	None listed Pencil/paper		
			L.1.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verb: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present Progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time)	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed		
			L.1.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42203 How to use a dictionary 42204 Independent silent reading	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Dictionary Reference books, atlas, encyclopedia, thesaurus, lists, etc. Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedias		
			L.1.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42210 Introduction to various reference books 43102 Introduce use of thesaurus to expand word choice in writing 43701 Use an encyclopaedia			

CCSS DOMAIN	CCSS STANDARD	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	CORRELATION (CCSS, A.M.I., & STATE STANDARDS)	COMMENTS
		See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	42522 Preposition: oral introduction 42523 Preposition grammar box	Story told by teacher Preposition grammar box/filling box, symbols box		
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42534 Preposition: command cards 42523 Preposition: transposition, change of word order for whole phrase w/in sentence 42536 Conjunctions: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42540 Interjection grammar box 42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
	L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C	
	L.5.1c The verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C	
	L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.5.1e Use the correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart I	C	
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	See detailed standards that follow		C	
	L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 42453 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributive and appositives	Punctuation and capitalization charts Pencil/paper Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions	C	
	L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper	C	
	L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C	
	L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or	See detailed standards that follow 45000 Oral presentations—how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc.	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group	C	

CCSS DOMAIN	CCSS STANDARDS	REFERENCES & MI ACTIVITIES	RESOURCES/MATERIALS	PROGRESS MONITORING & ASSESSMENT	COMMENTS
Knowledge of Language	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronoun: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature	C	
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: Impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing	C	
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources	C	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43049 Writing for publication 43703 Introduce research procedure for reports and projects*	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper	C	
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Movable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42203 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west-germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT AELL301001010	RELEVANT MATERIALS	RELEVANT CURRICULAR STANDARDS	RELEVANT COMMENTS
	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow			C
		42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions		
	L.3.3a Choose words and phrases for effect.*	42610 Analyze sentences with "names only" box 42811 Student composes and analyzes own sentences with various features 43001 Sentence building--words 43002 Sentence building--phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, asyndeton, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer mediated conflict resolution 45006 Grace and courtesy: e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates 42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42260 Introduce children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss a literary work 43900 Study one's own writing for style 43901 Analyze literature for style 43903 Explore style in various forms, such as newspapers, poetry, research 45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45006 Grace and courtesy: e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	42610 Analyze sentences with "names only" box Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Literature Plays Books, short stories, poems Own writing Stories, novels, poems Various literature sources Written work to present Play, poems, written work to perform Small group None listed Group of children with written work to share None listed Group of children with written work to share		C
Knowledge of Language	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.				C
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow			C

CESS DOMAIN	CESS STANDARD	RELEVANT A.M.T. ACTIVITIES	TEACHER'S MATERIALS	CECIP CODE
		42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, asyndeton, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	
L.4.3a	Choose words and phrases to convey ideas precisely.*			C
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	43600 Exploring different genres in the elementary classroom 43601 Writing a paragraph – parts of a paragraph (topic sentence, body, concluding sentence) 43602 Writing effective topic sentences 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs 43605 Introduce the writing of essays 43607 Writing an effect thesis sentence 43608 Explore classroom publications (class newsletter, anthologies, etc.) 43609 Letter writing, thank you notes, written messages 43900 Study one's own writing for style 42000 Story of the English language 42001 Research history and geography of languages	Pencil/paper Pencil/paper Pencil/paper Student's writing Student's writing Pencil/paper Pencil/paper Publications Form of a letter material, pencil/paper Own writing None listed History of language charts (Proto-Indo-European through West Germanic) Research materials None listed Research materials Literature Plays None listed Books, short stories, poems Plays, poems, written work to perform Poems, stories, songs	C
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs		C
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42599 Children write and analyze their own sentences 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations 43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43900 Study one's own writing for style	Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Student writing Own writing Student writing Student writing Own writing	C
L.6.3b	Maintain consistency in style and tone.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43604 Analyze writing for effective paragraphs 43900 Study one's own writing for style	Student writing Student writing Own writing	C

LITERACY DOMAIN	LITERACY STANDARDS	RELEVANT A.M.E. ACTIVITIES	RESOURCE LISTS / MATERIALS	COURSES IN WHICH THIS STANDARD APPLIES	COMMENTS
Vocabulary Acquisition and Use	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading	Interpretive reading slips Leveled readers Interpretive reading cards	C	
	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

DOMAIN	CLASS STANDARDS	EFFECTIVE & MT. ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT	COSPAS/STA
Vocabulary Acquisition and Use	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library		C
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems		C
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42300 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards		C
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets		C
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material		C
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels		C
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use See detailed standards that follow	Dictionary		C
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box		C
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box		C
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart		C
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems		C
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials 42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box	Books, short stories, poems Dictionary Thesaurus Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box		C
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.				C

CCSS DOMAIN	CCSS STANDARD	EFFECTIVE MATERIALS	RESOURCE MATERIALS	GRADE LEVEL	COMMENTS
Vocabulary Acquisition and Use	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, carefree/careful, best/prebest).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, movable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, movable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).	42307 Reading for research, use of context material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.g., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box		
		42517 Verb grammar box 42523 Preposition grammar box	Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box		
	L.4.4B use general and domain-specific vocabulary, as well as abbreviations and acronyms, as a clue to the meaning of a word or phrase.	42520 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box	Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box		C
		42540 Interjection grammar box	Interjection grammar box/filling box, symbols box		
	L.4.4C use the general meaning and parts of a word (e.g., prefixes, suffixes, root) as a clue to the meaning of a word or phrase.	42200 Interpretive reading 42263 Literature circles	Interpretive reading cards		
		L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C
	L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
	L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture).	43100 Figures of speech	Pencil/paper, examples	C	

CCSS STANDARDS	CCSS STANDARDS	DEFINITIONS AND NOTES	RESOURCE MATERIALS	IMPLEMENTATION OF STANDARDS	COMMENTS
Vocabulary Acquisition and Use	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)*	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.5.4c Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT ALE ACTIVITIES	RESOURCES/MATERIALS	ASSESSMENT	COMMENTS
Vocabulary Acquisition and Use	L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>42300 Interpretive reading</p> <p>42301 Learn etymologies of words</p> <p>42302 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42307 Reading for research: use of content material</p> <p>42114 Sentence reading</p> <p>42112 Follow commands/collaborate</p> <p>42113 Reading for facts/reading for pleasure</p> <p>42263 Literature circles</p> <p>42603 Analyze sentences with adverbial modifiers</p> <p>42604 Analyze sentences with attributives and appositives</p> <p>42605 Analyze sentences with compound subject/compound predicate</p> <p>42606 Analyze sentences with elliptical construction</p> <p>42607 Analyze sentences with inverted order</p> <p>42567 Concept and language of active and passive voice</p>	<p>Interpretive reading cards</p> <p>Etymologies given in lessons and activities</p> <p>Nomenclature materials, definition cards</p> <p>Activity/compass cards</p> <p>Books/library</p> <p>Short stories/poems</p> <p>Sentence analysis arrows/circles with names & questions</p> <p>Written work</p>	C	
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>42309 Etymology</p> <p>42302 Finding the meaning of the root</p>	<p>Dictionaries, card material</p>	C	
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>42203 Introduction to the dictionary</p> <p>42210 Introduction to various reference books</p>	<p>Dictionary</p> <p>Thesaurus</p>	C	
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>42203 Dictionary use</p>	<p>Dictionary</p>	C	
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>See detailed standards that follow</p> <p>43100 Figurative language</p>	<p>Pencil/paper, examples</p>	C	
	L.6.5a Interpret figures of speech (e.g., personification) in context.	<p>43101 Further creative elements</p>	<p>Pencil/paper, examples</p>	C	
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p>43101 Further creative elements (analogies)</p>	<p>Pencil/paper, examples</p>	C	
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwaterful, thrifty).	<p>43101 Further creative elements (connotations and denotations)</p>	<p>Pencil/paper, examples</p>	C	
	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>42208 Fiction reading</p> <p>42209 Non-fiction reading</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p>	<p>Books, library</p> <p>Nomenclature materials</p>	C	

Speaking & Listening

CLASS DOMAIN	CLASS STANDARDS	RELEVANT ABILITY ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (C = completely covers the particular content A = addresses major content groups)	COURTESIES	
SL: Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. It can be done in any appropriate lesson at any appropriate time.	
	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C		
	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C		
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C		
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C		Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C		
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C		
	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45011 Taking notes from a lecture or dictation 45707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C		
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C		
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C		
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C		

CONSUMPTION	CLASS STANDARDS	STUDENT LEARNING ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses topic T = teaching strategy	COMMENTS
SL: Comprehension and Collaboration	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc.
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations - how to be an audience/presenter 45010 Reporting, speech making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations - how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech making, debates	Group of children with written work to share	C	

CLASSIFICATION	CONTENT GOALS	RELEVANT ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = complete content P = partially content A = no coverage nothing says	COMMENTS
SL: Comprehension and Collaboration	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	45008 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate 43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects	Written work to present Poems, stories, songs Small group Class of children Graphic organizers, paper/pencil Research resources, paper/pencil	C	
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	43703 Research ideas/developing questions 45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
SL: Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher made card materials	C	
	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

CROSS-CUTTING	CONTENT STANDARD	RELEVANT MULTIMEDIA	RELEVANT MATERIALS	COMPLETENESS (in complete lessons) P = partially covered N = not covered nothing in use	COMMENTS
SL: Presentation of Knowledge and Ideas	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry – reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner; using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/ protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Share Share	P	
	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45004 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	P	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech making, debates	Written work to present Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	

Reading – Foundational Skills

CLASS DOMAIN	CROSS-CUTTABLES	RELEVANT VECT. ACTIVITIES	RESOURCES/MATERIALS	COMPLETIONS (1 = completely correct 2 = partially correct 3 = not complete nothing maps)	COMMENTS
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture	Pencil/paper, green boards		
		42023 Initial stroke method for forming individual lower-case letters	Pencil/paper, green boards		
		42024 Correct formation: slope, slant, shape, style	Pencil/paper, green boards	C	
		42025 Joining letters	Pencil/paper, green boards		
		42026 Making capital letters	Pencil/paper, green boards		
		42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards		
		42450 Rules for capitalization	Punctuation and capitalization charts		
		42451 Rules for end of sentence punctuation	Punctuation and capitalization charts	C	
		42452 Rules for comma usage	Punctuation and capitalization charts		
		42453 Use of semicolon, colon, dash	Punctuation and capitalization charts		
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42401 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	Phonological awareness is mainly built through sound games such as those played in the Primary.
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
RF: Phonics and Word Recognition	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
		42400 Exploring spelling foundations & rules	Orthography folders		
	42401 Common spelling rules	Spelling charts for rules			
	42402 Introduction to spelling	Moveable alphabets, pencil/paper			
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper			
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42404 Spelling lists	Phonogram cards, books	C	
		42405 Spelling: contractions	Pencil/paper		
	42406 Dictation	Pencil/paper			
	42407 Spelling: homonyms	Language charts			
	42408 Making child's personal dictionary	Personal dictionary			
	42409 Etymologies	Dictionary, language material			
	RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules	Orthography folders		
42401 Common spelling rules		Spelling charts for rules			
42402 Introduction to spelling	Moveable alphabets, pencil/paper				
42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C			
42404 Spelling lists	Phonogram cards, books				
42408 Making child's personal dictionary	Personal dictionary				
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
RF.2.3c Decode regularly spelled two-syllable words with long vowels.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes	Word study charts, moveable alphabets			
	42301 Finding the root	Word study charts, moveable alphabets			
	42302 Finding the meaning of the root	Dictionaries, card materials			
	42303 Prefixes	Word study charts, moveable alphabets			
	42306 Word families	Word study charts, moveable alphabets			
	42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		
	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C		

LESSON PLAN	CONNECTIONS	RELEVANT ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covered P = partially covered A = not covered Catching up	COMMENTS
RF: Phonics and Word Recognition	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules	Orthography folders		
		42401 Common spelling rules	Spelling charts for rules		
		42402 Introduction to spelling	Moveable alphabets, pencil/paper		
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper		
		42404 Spelling lists	Phonogram cards, books	C	
		42405 Spelling: contractions	Pencil/paper		
		42406 Dictation	Pencil/paper		
		42407 Spelling: homonyms	Language charts		
		42408 Making child's personal dictionary	Personal dictionary		
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42409 Etymologies	Dictionary, language material		
		42200 Fluent readers: Interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)		Nomenclature material	C		
42300 Suffixes		Word study charts, moveable alphabets			
42301 Finding the root		Word study charts, moveable alphabets			
RF.3.3b Decode words with common Latin suffixes.	42302 Finding the meaning of the root	Dictionaries, card materials			
	42303 Prefixes	Word study charts, moveable alphabets			
	42306 Word families	word study charts, moveable alphabets			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
RF.3.3c Decode multisyllabic words.	42409 Etymologies	Dictionary, language material			
	42300 Suffixes	Word study charts, moveable alphabets			
	42301 Finding the root	Word study charts, moveable alphabets			
	42302 Finding the meaning of the root	Dictionaries, card materials			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
	42308 Finding words w/suffixes, root or prefixes in books	Books			
RF.3.3d Read grade-appropriate irregularly spelled words.	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42200 Fluent readers: Interpretive reading	Interpretive reading cards			
	42201 Learn etymologies of words	Etymology given in lessons/activities			
	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C		
	42400 Exploring spelling foundations & rules	Orthography folders			
	42401 Common spelling rules	Spelling charts for rules	C		
RF: Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42402 Introduction to spelling	Moveable alphabets, pencil/paper		
		42400 Exploring spelling foundations & rules	Orthography folders		
		42401 Common spelling rules	Spelling charts for rules	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42402 Introduction to spelling	Moveable alphabets, pencil/paper		
		42300 Suffixes	Word study charts, moveable alphabets		
		42301 Finding the root	Word study charts, moveable alphabets		
		42302 Finding the meaning of the root	Dictionaries, card materials		
		42303 Prefixes	Word study charts, moveable alphabets		
		42306 Word families	word study charts, moveable alphabets		
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C	
		42308 Finding words w/suffixes, root or prefixes in books	Books		
		42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials		
42403 Strategies for spelling, sounding out, identify consonants, syllabification		Pencil/paper			
42300 Suffixes		Word study charts, moveable alphabets			
42301 Finding the root		Word study charts, moveable alphabets			
RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42302 Finding the meaning of the root	Dictionaries, card materials			
	42303 Prefixes	Word study charts, moveable alphabets			
	42304 Compound words	Objects and labels			
	42305 Contractions	Labels/pencil			
	42306 Word families	Word study charts, moveable alphabets			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
RF.5.3b Decode words with common Latin suffixes.	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42310 Further work, such as making lists	Pencil/paper			
	42311 Alphabetizing: classification of prefixes, by number, size, time, place	Pencil/paper, card materials			
	42300 Suffixes	Word study charts, moveable alphabets			
	42301 Finding the root	Moveable alphabets			
RF.5.3c Decode multisyllabic words.	42302 Finding the meaning of the root	Dictionaries, card materials			
	42303 Prefixes	Word study charts, moveable alphabets			
	42304 Compound words	Objects and labels			
	42305 Contractions	Labels/pencil			
	42306 Word families	Word study charts, moveable alphabets			
	42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc.	Word study charts, moveable alphabets	C		
RF.5.3d Read grade-appropriate irregularly spelled words.	42308 Finding words w/suffixes, root or prefixes in books	Books			
	42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionaries, card materials			
	42310 Further work, such as making lists	Pencil/paper			
	42311 Alphabetizing: classification of prefixes, by number, size, time, place	Pencil/paper, card materials			
	42200 Fluent readers: Interpretive reading	Interpretive reading cards			
	42201 Learn etymologies of words	Etymology given in lessons/activities			
RF: Fluency	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material			
	42203 How to use a dictionary	Dictionary			
	42204 Independent silent reading	Books/library	C		
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
RF: Fluency	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			

CLASSIFICATION	LEARNING STANDARDS	RELEVANT ASSESSMENT ACTIVITIES	RESOURCES/MATERIALS	COMPETENCIES (Corresponds to Performance Objectives A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations - how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Books/library Written work to present Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations - how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry - reading 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free	Written work to present Play, poems, written work to perform Poems, stories, songs Types of poetry - reading Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	

CLASS DOMAIN	COURSE STANDARDS	RELEVANT ASSESSMENT ITEMS	RESOURCES/MATERIALS	COMPLETION Fully, partially, correct No completion Ongoing steps	COMMENTS
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4a Read grade-level text with purpose and understanding.			C	
		45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present Play, poems, written work to perform Poems, stories, songs		
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4a Read grade-level text with purpose and understanding.			C	
		45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 43800 Types of poetry – reading 43801 Types of poetry – writing 43802 Memorization, recitation 43803 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials		
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			C	
		42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library		
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			C	

Reading – Informational Text

CLASSIFICATION	CLASS STANDARDS	RELEVANT STATE ACTIVITIES	RESOURCES/MATERIALS	ACCOMPLISHMENTS (in complete, partial, or partially complete) (in 80% or more) (in 60% or more)	COMMENTS
RI. Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author's life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P	
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	42262 Making literary timelines (author's life, genre, period, country, etc.)		P	
	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P	
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C	
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	P	
	RI.6.1 Cite textual evidence in support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C	
	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library Paper/pencil	C	
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI. Craft and Structure	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library Book Dictionary Encyclopedia	C
RI.1.6 Distinguish between information provided by pictures or other illustrations and		43700 The parts of a book	Book	P	

L. ESS DOMAIN	C. SS STANDARDS	RELEVANT ASSESSMENT ITEMS	RESOURCES/MATERIALS	CUMULATIVE LITERACY (% completed courses P & partially completed A & B courses) 6000-000000	COMMENTS	
RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	42283 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature Book	P		
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P		
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study each own writing for style 43901 Analyze literature for style	Books, short stories, poems Books/library Own writing Stories, novels, poems	C		
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C		
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature Plays	C		
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C		
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C		
	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material Books, short stories, poems Books/library	C		
	RI: Integration of Knowledge and Ideas	RI.1.8 Identify the reasons an author gives to support points in a text.	42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books/library Books/library	C	
		RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	P		
RI.2.8 Describe how reasons support specific points the author makes in a text.		42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C		

CLASS DOMAIN	CLASS STANDARDS	ELIYA-VALENTIEN	RESOURCES/MATERIALS	COMPLETENESS (C = completely covered P = partially covered A = not covered) Year/long-term Year/long-term	COVENANTS
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	42207 Reading for research: use of content material	Books/library	P	
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	42207 Reading for research: use of content material	Books/library	P	
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems Books/library Reference books: atlas, encyclopedias, thesaurus, texts, etc	C	
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

CLASS DOMAIN	CLASS STANDARDS	ILLUSTRATIVE ACTIVITIES	RESOURCES/MATERIALS	"COMPLETENESS" G= completely covers P= partially covers N= no coverage/ "scaffolding maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of context material</p>	<p>Books, short stories, poems Books/library Books/library Books/library</p>	<p>C</p>	
	<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of context material</p>	<p>Books, short stories, poems Books/library Books/library Books/library</p>	<p>C</p>	

Reading – Literature

CLASS DOMAIN	COURSE STANDARDS	TELESCOPED LEARNING ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS (If completely covered, C; if partially covered, A; if not covered, F; nothing else)	COMMENTS
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading	Interpretive reading cards	C	
		42263 Literature circles: small groups read and discuss a literary work	Books, short stories, poems		
		42207 Reading for research: use of content material	Books/library		
		42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42206 Individual/small group reading aloud	Books/library		
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42261 Reading plays	Plays		
		43104 Story writing: making a plot summary	Paper/pencil		
RI.1.3 Describe characters, settings, and major events in a story, using key details.	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs				
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	43104 Story writing: making a plot summary	Paper/pencil			
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs				
	42002 Research, make charts, timelines, tracing spoken language history	Research materials			
RI.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
	43104 Story writing: making a plot summary	Paper/pencil			
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
RI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	43604 Analyze writing for effective paragraphs				
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			
	42002 Research, make charts, timelines, tracing spoken language history	Research materials			
	2200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
	42205 Teacher reads aloud to class	Books/library			
	42206 Individual/small group reading aloud	Books/library			
	42208 Fiction reading	Books/library			
	42209 Non-fiction reading	Books/library			
	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature			
	42261 Reading plays	Plays			

CONCEPTS	CONTENT STANDARDS	DEVELOPMENTAL ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (Complete, partially complete, or not complete) Add appropriate teaching methods	COMMENTS
RL: Key Ideas and Details	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	42200 Fluent readers: interpretive reading	Interpretive reading cards	C	
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature	C	
		42261 Reading plays	Plays		
		42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42208 Fiction reading	Books/library	C	
		42209 Non fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42261 Reading plays	Plays		
		43104 Story writing: making a plot summary	Paper/pencil		
		43105 Story writing: developing characters	Paper/pencil		
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	43106 Story writing: further elements of story writing	Student's writing	C		
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs	Student's writing			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	43104 Story writing: making a plot summary	Paper/pencil	C		
	43800 Types of poetry - writing	Poetry books, pencil/paper			
	43801 Memorization, recitation	Poetry			
	43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poems, card materials			
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	43104 Story writing: making a plot summary	Paper/pencil	C		
	43800 Types of poetry - writing	Poetry books, pencil/paper			
	43801 Memorization, recitation	Poetry			
	43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poems, card materials			
	42200 Fluent readers: interpretive reading	Interpretive reading cards			
	42204 Independent silent reading	Books/library			
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			
	42207 Reading for research: use of content material	Books/library			
	42019 Research, make charts, timelines, tracing written language history	Research materials			
	42207 Reading for research: use of content material	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	43104 Story writing: making a plot summary	Paper/pencil	C		
	43105 Story writing: developing characters	Paper/pencil			
	43106 Story writing: further elements of story writing	Student's writing			
	43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	Student's writing			
	43604 Analyze writing for effective paragraphs	Student's writing			
	42204 Independent silent reading	Books/library			
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	42205 Teacher reads aloud to class	Books/library	C		
	42206 Individual/small group reading aloud	Books/library			

CLASS DOMAIN	LESSON OBJECTIVES	RELEVANT A.M.T. SKILLS	RESOURCES/MATERIALS	COMPLETION (e.g. complete covers Partially covers A little coverage reading help)	COMMENTS
RI: Craft and Structure	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems Books/library Dictionaries, card materials	C	
	RI.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems Books/library Plays Poems, card materials	C	
	RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RI.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems Books/library Play, poems, written work to perform	P	
	RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books, short stories, poems Books/library Literature Books, short stories, poems	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RI.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	C	

CROSS-DOMAIN	CROSS-STANDARDS	RELEVANT ACTIVITIES	RELEVANT MATERIALS	COMPLETENESS (1 = completely complete P = partially complete C = completely complete not applicable)	COMMENTS
RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C	
	RL.1.8 not applicable to literature				
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.3.8 not applicable to literature				
	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems	C	
	RL.4.8 not applicable to literature				
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature Books, short stories, poems Pencil/paper	C	
	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P	
	RL.5.8 not applicable to literature				
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems Books/library Books/library	C	
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poems to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems Books/library Books/library Poems, card materials Play, poems, written work to perform poems, stories, songs	C	
	RL.6.8 not applicable to literature				
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems Books/library Books/library Books/library Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials Plays	C	
	RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry:	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C

CLASS DOMAIN	CASS STANDARDS	RELEVANT TASK ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses G = getting help	COMMENTS
	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry – reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of Poetry – Reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p> <p>45001 Drama activities</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
RI: Range of Reading and Level of Text Complexity	RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry – reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p> <p>45001 Drama activities</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry – reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	
	RI.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>42200 Fluent readers: Interpretive reading</p> <p>42201 Learn etymologies of words</p> <p>42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)</p> <p>42203 How to use a dictionary</p> <p>42204 Independent silent reading</p> <p>42205 Teacher reads aloud to class</p> <p>42206 Individual/small group reading aloud</p> <p>42208 Fiction reading</p> <p>42260 Introducing children to a wide range of literary genres, styles, periods, etc.</p> <p>42263 Literature circles: small groups read and discuss a literary work</p> <p>Types of poetry – reading</p> <p>43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse</p>	<p>Interpretive reading cards</p> <p>Etymology given in lessons/activities</p> <p>Nomenclature material</p> <p>Dictionary</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Books/library</p> <p>Literature</p> <p>Books, short stories, poems</p> <p>Poetry books, pencil/paper</p> <p>Poems, card materials</p>	C	

Reading – History

CLASS OBJECTIVES	CROSS-CURRICULAR	RELEVANT STATE ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely covers P = partially covers A = addresses age collating it up?	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history	Research materials		
		42207 Reading for research: use of content material	Books/library	C	
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
		42019 Research, make charts, timelines, tracing written language history	Research materials		
RH: Key Ideas and Details	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42207 Reading for research: use of content material	Books/library	C	
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
		43104 Story writing: making a plot summary	Paper/pencil		
		42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
		42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C	
		42207 Reading for research: use of content material	Books/library		
RH: Craft and Structure	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading	Interpretive reading cards		
		42201 Learn etymologies of words	Etymology given in lessons/activities		
		42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	P	
		42207 Reading for research: use of content material	Books/library		
RH: Integration of Knowledge and Ideas	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42207 Reading for research: use of content material	Books/library		
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42208 Fiction reading	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
		42263 Literature circles: small groups read and discuss a literary work	Books, short stories, poems		
RH: Integration of Knowledge and Ideas	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
		42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
RH: Range of Reading and Level of Text Complexity	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42207 Reading for research: use of content material	Books/library	C	
		42208 Fiction reading	Books/library		
		42209 Non-fiction reading	Books/library		
		42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Literature		
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	42204 Independent silent reading	Books/library		
		42205 Teacher reads aloud to class	Books/library		
		42206 Individual/small group reading aloud	Books/library		
		42207 Reading for research: use of content material	Books/library		
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
		42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		

Reading – Science & Technology

C.C. STANDARD	C.C.S. STANDARD	RELEVANT C.C. ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (= completely covers = partially covers = does not cover = nothing maps)	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	P	
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42209 Non-fiction reading	Books/library			
	42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.			
RST: Craft and Structure	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	P	
RST: Integration of Knowledge and Ideas	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		
RST: Range of Reading and Level of Text Complexity	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material		
		42207 Reading for research: use of content material	Books/library	C	
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	42209 Non-fiction reading	Books/library		
		42210 Introduction to various reference books	Reference books: atlas, encyclopedia, thesaurus, texts, etc.		

Writing Standards

CONSTITUENT	CONTENT STANDARDS	RELEVANT AND SUPPORTIVE ACTIVITIES	RESOURCES/MATERIALS	COMPLETION C=completed covers P=partially covers A=not covered M=not mapped	COMMENTS
	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. EXAMPLE: <i>I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.</i></p>	<p>Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child</p>	<p>Pencil/paper small movable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library</p>	C	Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>History of spoken language: explorations oral preparation for writing 42000 Story language 42002 Research materials History of written language: stories 42015 42014 Charts History of written language-explorations 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 43110 Pre-writing: choosing a topic 13600 Exploring different genres 43701 Encyclopedias/reference materials 43703 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories</p>	C	See note above.
W.1.3 Types and Purposes	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>History of spoken language: oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun: proper and common 42556 Simple tenses 42586 Adverbs: further work 45013 Regular, individual meeting between teacher/guide & child</p>	<p>Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts</p>	C	See note above.
	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: command cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557 42560 Verb: conjugation simple tenses regular, irregular 42584 Preposition: further work 42586 Adverb: further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Pencil/paper, Reference materials: dictionary, etymological dictionary, Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material</p>	C	See note above. Extend work of 1.1
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>History of Written Language: Explorations 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide</p>	<p>Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources</p>	C	Extend work of 1.2

CLASSIFICATION	CONTENT STANDARDS	RELEVANT L.A. ACTIVITIES	TECHNOLOGIES/MATERIALS	COMPLETENESS (C = completely covered P = partially covered N = not covered at all/being taught)	COMMENTS
W. Text Types and Purposes	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (sec 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader's marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials:thesaurus, etymological dictionary, Graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: encyclopedia, atlas, time lines Graphic organizers Nomenclature material Charts News cards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish - illustrations 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Context and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas, Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
W.3.3c Use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C		
W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content area books Rubric for narrative, fiction & non-	C	Extend, expand, and enhance the work of 3.1	

LESSON DOMAIN	CLASS STANDARDS	RELEVANT CURRICULAR OBJECTIVES	RESOURCE MATERIALS	COMPETENCIES (to complete tasks) Partially covered Achieved/extended working maps	COMMENTS
W Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-42565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586-42587 Adverb 42589-42593 Pronoun 42596-42599 Intro. To sA 42602-42606 Simple sentences 42613 Linking verb/chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, enhance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706, 43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension	43101 expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43701, 06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expression sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556-42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis: adjectival & adverbial clauses 43001, 43002 Written expression/sentence building 43103, 43106 Expressive writing techniques/strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written expression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/grade & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b	

CLASS DOMAINS	CLASS STANDARDS	RELEVANT CURRICULUM ITEMS	RESOURCES/MATERIALS	COMPLETENESS (Is completely covered? Is partially covered? Is not covered? Indebit margin?)	COMMENTS
W. Text Types and Purposes	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	*Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43503 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre writing; topic 43501 Pre writing; concept map 43503 Pre writing; outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature; literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing: Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, expand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression. 43004, 43005, 43006 Writing process 43510, 43500, 43502 Genrewriting, 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Paper/pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature, dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference	Classified nomenclature Cumulated cards Books Templates, Graphic Organizers	C	Extend work of 5.2	

COURSE DOMAIN	COURSE STANDARDS	RELEVANT MATERIALS/TITLES	RESOURCES/MATERIALS	SCORPLET FITNESS (Use completely covers, partially covers, or does not cover) A=fully covered B=partially covered C=not fully covered	COMMENTS
W: Test Types and Purposes	W.6.2a Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C	
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with loord. clauses, analyze complex sentences	Sentence analysis materials Language chart B	C	
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note taking	Classified nomenclature Dictionaries Word study charts & materials	C	
	W.6.2E establish and maintain a formal style	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1e
		42208 Fiction reading 42260, 42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104 Story writing 43510, 43500 Pre writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child			
	W.6.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences		Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	41105 Story Writing (Characters) 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C	
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	42153 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C	
W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjunctions 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C		
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization, voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C		
W: Production and Distribution of Writing	W.1.4 begins in grade 3				
	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)	
	W.2.4 begins in grade 3				
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	

STANDARDS	STANDARDS	RELEVANT LAE ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS (C= completely covers P= partially covers X= no coverage Nothing says)	COMMENTS
W: Production and Distribution of Writing	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Expressive writing: 43100-43108 Writing process: 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W.5.4 add style
	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W.5.5
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, same as W.5.6 but without guidance Access to digital resources	
W: Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	

STANDARD	STANDARDS	RELEVANT MATERIALS	RESOURCES/MATERIALS	COMPETENCY (C=competency, P=partial, A=approaching, N=not)	COMMENTS
W Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	43700-43710 Reports and research 43703 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg., Gyn. Rdg., Rdg. For research, non fiction rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	*42205, 42206, 42207 Reading (Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg., rdg. for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources. 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").	42200, 42208 Reading/foerit rdg., interpretive rdg., Fiction rdg. 42260-42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry - writing 43803 Types of poetry - reading 45001, 45002 Spoken language/drama activities, listen & respond to stories, poems, & songs 43103, 43107 Expressive writing/strategies for writing, question game	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	43601-43608 Written Expression Genres/Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/Research ideas, Developing questions, Evaluating, Note taking, etc. 45001, 45007-45011 Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources
	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Extend, expand, and enhance 4.8	Timelines	C	Access to digital resources
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C		
W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Extend, expand, and enhance 4.9a	Books Paper & pencil Peers & adults	C		
W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Extend, expand, and enhance 4.9b	Books Paper & pencil Peers & adults	C		

CLASS DOMAIN	STANDARDS	RELATES AND ASSOCIATED ACTIVITIES	REQUIREMENTS/ MATERIALS	COMPLETENESS L: is completely covered P: partially covered N: not covered including maps	COMMENTS
	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, indep. rdg., Non-fic. rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
W: Research to Build and Present Knowledge	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry - writing 43802 Study of poetry 43803 Types of poetry - reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry - writing 43803 Types of poetry - reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg. rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.1.10 begins in grade 3 W.2.10 begins in grade 3				
W: Range of Writing	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive,	Books Paper & pencil Peers & adults Timelines	C	

CLASS DOMAIN	CLASS STANDARDS	ELFV AND CMC ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS A = completely covered P = partially covered N = not covered nothing mapped	COMMENTS
		<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>43004- 43009 Written expression/sentence building - agreement, fragments, modifiers, punctuation use, sentence structure & variations</p> <p>43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellishment</p> <p>43500-43510 Written expression - writing process/pre-writing through editing & revising to publication</p> <p>43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing</p> <p>43702, 43705-43710 Reports & research/developing ideas & questions, non-fiction writing types</p> <p>43800-43803 Reading, writing, study of poetry</p> <p>43902-43903 Style/symbolize use sentence patterns & rhythms, explore style through various types of writing</p> <p>External, expand, and enhance 4.10</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Write compound/complex sentences and analyze parts</p> <p>43700 43706 Parts of a book, encyclopedia, research, technical writing</p> <p>45000 Spoken language and listening/oral presentations & reports, speechmaking & debates, taking notes from lecture or dictation</p> <p>45011 Regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>		
	<p>WA.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			C	
	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>42019 History of written language/research, make charts, timelines, tracing written language history</p> <p>42611 Analysis of simple sentences/student composes and analyzes own sentences with various features</p> <p>42635-42637 Clause analysis/write compound/complex sentences and analyze parts</p> <p>43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations</p> <p>43100-43107 Expressive writing techniques/figurative language, strategies for writing, story writing</p> <p>43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets</p> <p>43800 Types of poetry - writing</p> <p>43803 Types of poetry - reading</p> <p>45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child</p>	<p>Books</p> <p>Paper & pencil</p> <p>Peers & adults</p> <p>Timelines</p> <p>Key stories</p> <p>History, geography, biology charts</p> <p>Nomenclature</p>		C
	<p>WA.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			C	

Writing – History, Science & Technology

COMMON CORE STATE STANDARDS	CLASS STANDARDS	RELEVANT AMI ACTIVITIES	RESOURCES/MATERIALS	COMPLETENESS C = completely achieved P = partially achieved A = no coverage nothing maps	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42107, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009 11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.o.) will be developmentally prepared for this work and undertake "formal" argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentence types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for analytical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1c 43508-09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	

CLASS DOMAIN	CLASS STANDARDS	RITTY AND LIVED AC/VEYS	RESOURCES/MATERIALS	CUMULATIVE RITTS (C= completely covers P= partially covers N= no coverage not a log stage)	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to maintain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2c 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	Access to digital resources
	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional "focused" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school. Access to digital resources required
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for reflection and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	

CCSS Math & Geometry

Version 1.0
July 2014



Representative AMI Math Curriculum

Activity ID	Content Strand	Material	Presentations/Activities
	Great story of mathematics/history		
40001		Charts/story	The story of our numerals
40002			Making charts/making models
40003			Making timelines
40004			Research: number systems, cultural history, decimal system
	The decimal system, categories and place value		
40008		Golden beads & presentation tray	Introduce decimal/whole number categories
40009		Golden beads & decimal cards	Association of symbol & quantity 1, 10, 100, 1000's
40010		Decimal cards	Understanding zero
40011		Golden beads & trays	Forming numbers using concrete quantities of beads
40012		Golden beads & decimal cards	Forming numbers w/decimal cards, hiding zeroes
40013		Golden beads, decimal cards & trays	Creating quantities w/symbols up to 9,999
40015		Wooden hierarchical material	Introduction to quantity & language, up to million
40016			Geometric shape and families to millions
40017		Number cards 1, 10, 100... 1,000,000	Introduction to symbol to millions
40018		Whm & number cards	Symbol and quantity into millions
40019		Golden beads, decimal cards	Expanded notation/decomposing numbers
40020		Sbf/lbf & sbf/lbf paper	Expanded notation/decomposing numbers
40021		Bank game	Expanded notation (along w/multiplication)
	Quantity & symbol: whole numbers: numeration		
40024		Spindle boxes (0 - 9), bead stair (1 - 9)	Introduce/review numbers 1 - 10
40025		Snake game (1-10), memory games	Introduce/review numbers 1 - 10
40026		Cards & counters	Introduce odd/even numbers
40027		Golden beads	Counting and numbers 1 - 10
40028		Golden beads	Exchange/change game across categories
40029		Teen boards, bead bars	Introduce/review counting 11 - 20
40030		Ten boards & bead bars	Introduce/review counting 1 - 100
40031		Golden beads, base board	Decimal system (numbers to thousands using base board in base 10)
40032		Small bead frame	Counting to 1000
40033		Hundred & thousand chain & labels	Counting to 1000
40034		Short/square bead chains & labels	Linear & skip counting
40035		Long/cube bead chains & labels	Linear & skip counting
40036		Large bead frame	Counting to millions
40037		Sbf/lbf and sbf/lbf paper	Presentation of symbol up to millions
	Whole numbers: addition		
40041		Golden beads	Concept of static addition with whole numbers
40042		Golden beads & decimal cards	Static addition (no carrying)
40043		Large bead frame	Static addition (no carrying)
40044		Stamp game	Static addition (no carrying)
40045		Stamp game w/square paper	Static addition w/recording
40046		Golden beads & decimal cards	Dynamic addition (w/carrying)
40047		Large bead frame	Dynamic addition (w/carrying)
40048		Dot game	Dynamic addition (w/carrying)
40049		Stamp game	Dynamic addition (w/carrying)
40050		Lbf and lbf paper	Dynamic addition w/recording
40051		Stamp game w/square paper	Dynamic addition w/recording
40052		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40053		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40054		Golden beads	Addition word problems, problem solving
40055		Bead bar material and pencil/paper	Addition word problems, problem solving
40056		Bead bar material and pencil/paper	Commutative law of addition
40057		Bead bar material and pencil/paper	Associative property of addition

Activity ID	Content Strand	Material	Presentations Activities
40059	Memorization of addition facts	Addition strip board	Addition math facts, memorization
40060		Addition practice/finger charts	Addition math facts, memorization
40061		Addition snake game	Addition math facts, memorization
40062		Bead bar material and pencil/paper	Memorization of facts (addition)
40064	Whole numbers: subtraction		
40065		Golden beads	Concept of static subtraction with whole numbers
40066		Golden beads & decimal cards	Static subtraction (no borrowing)
40067		Large bead frame	Static subtraction (no borrowing)
40068		Stamp game	Static subtraction (no borrowing)
40069		Stamp game w/square paper	Static addition w/recording
40070		Golden beads & decimal cards	Dynamic subtraction (w/borrowing)
40071		Large bead frame	Dynamic subtraction (w/borrowing)
40072		Dot game	Dynamic subtraction (w/borrowing)
40073		Stamp game	Dynamic subtraction (w/borrowing)
40074		Lbf and lbf paper	Dynamic subtraction (w/borrowing)
40075		Stamp game w/square paper	Dynamic subtraction (w/borrowing)
40076		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40077		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40078		Golden beads	Subtraction word problems, problem solving
40079	Bead bar material and pencil/paper	Subtraction word problems, problem solving	
40081	Memorization of subtraction facts	Subtraction strip board	Subtraction math facts, memorization
40082		Subtraction practice/finger charts	Subtraction math facts, memorization
40083		Subtraction snake game	Subtraction math facts, memorization
40084		Bead bar material and pencil/paper	Memorization of facts (subtraction)
	Laws of multiplication		
40087		Golden beads w/decimal cards	Introduce multiplication
40088		Bead bars	Concept of simple multiplication (facts)
40089		Bead bars	Build the decanomial w/bead bars
40090		Practice charts, bead bars, booklets	Memorization of multiplication facts
40091		Bead chains	Skip counting, memorization of facts
	Commutative law of multiplication		
40094		Bead bars and cards	Concept and language of commutative law
	Distributive law of multiplication		
40096		Bead bars, cards, parentheses, envelopes	Concept and language of distributive law
40097		Bead bars	Sensorial exploration
40098			Passage to more symbolic representations with beads
40099			Passage to more symbolic representations without beads
40100			Passage to more symbolic representations on paper
40101		Golden beads & decimal cards	Extension to the decimal system: multiplication of composite numbers
40102			Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation with number cards
40103		Paper	Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation on paper
40104			
	Long multiplication Checkerboard		
40107		Checkerboard & bead bars	Introduction to the checkerboard
40108		Checkerboard & bead bars & number tickets	Multiplication by a one-digit multiplier
40109		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, no facts)
40110		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, some facts)
40111		Checkerboard, bead bars, no Tickets, paper	Multiplication by a multi-digit multiplier (using all facts, recording problem and final product)

Activity ID	Content Strand	Material	Presentations Activities
40112		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using facts, recording problem, partial products, and final product)
40113			Multiplication by a multi-digit multiplier (no beads, using facts, recording problem and final product)
40115	Large bead frame	Large bead frame & lbf paper	Multiplication by a one-digit multiplier
40116		Large bead frame & lbf paper	Multi-digit multiplier
40117		Large bead frame & lbf paper	Multi-digit multiplier (recording partial products, adding partial products, checking)
40118	Bank game		
40120		Bank game	Multiplication by a one-digit multiplier
40121		Bank game	Two-digit multiplier
40122		Bank game	Three-digit multiplier
40124	Flat bead frame	Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing final product only)
40125		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing partial products)
40127	Geometric form of multiplication	Graph paper, colored pencils	Geometric form of multiplication
40129	Multiplication summary	Paper/pencil	Consolidate multiplication fact memorization
40130		Paper/pencil & appropriate material	Traditional multiplication algorithm
40131		Paper/pencil	Multiplication word problems
	Long division		
	Division with boards, racks, and tubes		
40134		Racks & tubes materials	Division by a one-digit divisor
40135		Racks & tubes materials	Division by a multi-digit divisor
40136		Racks & tubes and paper/pencil	Recording intermediate remainders, quotient, final remainder
40137		Racks & tubes and paper/pencil	Recording what has been used, intermediate remainders, quotient, final remainder
40138		Racks & tubes and paper/pencil	Special cases
40140	Division with stamps	Stamp game	Division with stamps
40142	Division summary	Pencil/paper	Traditional division algorithm
40143		Pencil/paper	Division word problems
	Multiples, factors, and primes		
	Multiples		
40146		Short bead chains $1^2 - 10^2$	Concept and language of multiple using short chains
40147		Bead bars	Further investigation of multiples using bead bars (one- and two-digit numbers)
40148		Multiples of numbers paper	Further investigation of multiples using multiples of numbers paper
40149		Tables A & B	Calculation of multiples using table A and table B
40150		Bead bars & paper/pencil	Concept and language of common multiple
40151		Multiples of numbers paper	Investigation of common multiple using multiples of numbers paper
40152		Table C	Investigation of numbers using table C (leading to concept and language of prime number)
40153		Bead bars & paper/pencil	Concept, language, and notation for least common multiple (lcm)
	Factors		
40155		Pegs and pegboard	Concept and language of factor using pegs/pegboard
40156		Pegs & pegboard with white strips	Concept and language of common factor
40157		Table C	Concept and language for prime factor using table C

Activity ID	Content Strand	Material	Presentations/Activities
40159	Divisibility	Pegs & pegboard, pencil/paper	Using prime factors to find the least common multiple (lcm) of numbers
40160		Pegs & pegboard, pencil/paper	Concept, language, and notation for greatest common factor (gcf)
40161		Sieve of eratosthenes	Handout: sieve of eratosthenes
40162			
40165		Gold beads and paper tickets	Divisibility by 2, 5, and 25
40166		Gold beads and paper tickets	Divisibility by 4 and 8
40167		Gold beads, paper tickets, pencil/paper	Divisibility chart
40168		Gold beads and paper tickets	Divisibility by 3 and 9
40169		Gold beads and paper tickets	Divisibility by 11
40170			
	Fractions		
	Introduction and equivalence		
40173	Operations: simple cases	Red metal fraction insets	Fractions: quantity and language
40174		Fraction insets & labels	Fractions: symbol, notation, further language
40175			Fractions: other representations
40176		Fraction insets	Equivalence: sensorial
40178		Fraction insets and paper tickets	Simple addition (denominators common, reduction)
40179		Fraction insets and paper tickets	Simple subtraction (denominators common, reduction)
40180	Operations: beyond simple cases	Fraction insets and paper tickets	Simple multiplication (by single-digit whole number, reduction)
40181		Fraction insets and paper tickets	Simple division (by single-digit whole number, reduction)
40183		Fraction insets and paper tickets	Addition/subtraction: uncommon denominators
40184		Fraction insets and paper tickets	Multiplication by a fraction less than one
40185		Fraction insets and paper tickets	Division by a fraction less than one (measurement/group)
40186		Fraction insets, paper tickets, lg. Skittles	Division by a fraction less than one (partitive / sharing)
	Operations: passages to abstraction		
40188	Applications with Fractions	Transparencies prepared with fraction lines	Addition/subtraction: finding a common denominator using transparencies
40189		Pencil/paper	Addition/subtraction: finding a common denominator by multiplying the denominators
40190		Pencil/paper	Addition/subtraction: known denominator, finding the numerators by raising or reducing a fraction
40191		Pencil/paper	Addition/Subtraction: Finding the Least Common Denominator (LCD)
40192		Pencil/paper	Abstraction of the rules for operations with fractions
40193			
	Decimal Fractions		
	Introduction to Decimal Fractions		
40197	Operations: Simple Cases	Decimal cubes and beads	Decimals: quantity and language
40198		Label strip for decimal board	Decimals: symbol
40199		Decimal board (yellow board) & cubes/beads	Decimals: formation and reading
40201	Multiplication with Decimals: Beyond Simple Cases	Decimal board (yellow board) & cubes/beads	Addition and subtraction using the decimal board
40202		Pencil/paper	Algorithm for addition and subtraction of decimals
40203		Decimal board (yellow board) & cubes/beads	Multiplication by a unit multiplier
40204		Decimal cubes and skittles	Division by a unit divisor
40206		Decimal checkerboard	Multiplication by a fraction using the decimal checkerboard
40207		Felt squares for decimal	Category multiplication in the decimal system

Activity ID	Content Strand	Material	Presentations Activities
40208	Division with decimals: beyond simple cases	Decimal checkerboard and beads	Multiplication of a fraction by a fraction using the decimal board
40209		Pencil/paper	Algorithm for multiplication of decimals
40211		Decimal beads and skittles	Division by a mixed number or by a decimal using skittles
40212		Pencil/paper	Algorithm for division of decimals
40214	Introduction to percentage with the centesimal frame	Centesimal frame	Concept, language, and notation of percentage
40215		Red fraction insets and centesimal frame	Conversion of fraction insets to percentage using the centesimal frame
40217	Special topics extending the exploration of decimals	Pencil/paper	Relative size of terms when multiplying and dividing (positive) numbers
40218		Pencil/paper	Rounding of decimal fractions
40219		Pencil/paper	Conversion of common to decimal fractions (and vice versa)
40220			
40223	Squares and cubes of numbers Squares	Bead squares and short chains	Concept and notation of the square of a number
40224		Bead squares and short chains	Exploring squares of numbers 1 – 10
40225	Cubes	Numerical (paper) decanomial	Numerical decanomial
40227		Bead cubes and long chains	Concept and notation of the cube of a number
40228		Bead cubes and long chains	Exploring cubes of numbers 1 – 10
40229		Bead cubes and long chains	Building the tower of jewels
40231	Operations with squares and cubes	Bead squares and cubes and paper tickets	Operations with numbers written as squares and cubes
40232			
40235	Squaring Squaring: arithmetic passages	Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a binomial
40236		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a trinomial, quadranomial, polynomial
40237	Squaring: algebraic passages	Bead squares and bead bars and tickets	Exploring the binomial: building a larger square from a smaller square
40238		Bead squares and bead bars and tickets	Exploring a polynomial: squaring a sum (one-digit terms)
40239		Golden beads and tickets	Application to decimal numbers: squaring a binomial using golden beads (whole numbers ≤ 99)
40240		Pegboard & pegs, guide square & tickets	Application to decimal numbers: squaring a binomial using hierarchical pegs (whole numbers) and introduction to guide squares
40241	Squaring: algebraic passages	Guide squares and paper/pencil	Guide squares: deriving the decimal formula for the square of a polynomial
40243		Gold bead squares, rubber bands, bi-cube lid	Squaring a binomial, algebraic
40244		Gold bead squares, rubber bands, tri-cube lid	Squaring a trinomial, algebraic
40245	Cubing Cubing: arithmetic passages		
40248		Wooden cubing material	Transformation of a given cube into a cube of a binomial
40249		Wooden cubing material	Building from a cube to a larger cube with wooden cubing material
40250			Cubing a binomial, numeric, starting from the square
40251			Cubing a binomial, numeric, starting from the cube of the first term
			Cubing a trinomial, numeric, starting from the

Activity ID	Content Strand	Material	Presentations/Activities
40253			Cubing a trinomial, numeric, starting from the cube of the first term
40255	Cubing: algebraic passages		Cubing a binomial, algebraic
40256			Cubing a trinomial, algebraic
	Cubing: application to decimal numbers		
40258		Trinomial & hierarchical cubes & tickets	Cubing a decimal number (three-digit) using the hierarchical cube
40259			
	Square root		
	Square root: sensorial passages		
40262		Bead squares 1-10, paper/pencil	Concept, language, and notation for square root
40263		Bead squares 1-10, paper/pencil	Introduction: one-digit roots
40264		Gold bead material, paper/pencil	Two-digit roots: using golden bead material
40265		Gold bead material, $n-n^2$ chart	Two-digit roots: observing the $n - n^2$ chart
40266		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: using pegboard (writing results only)
40267		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: writing
40268		Pegboard/pegs, $n-n^2$ chart, guide squares	Two-digit roots: four-digit numbers
40269		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: three-digit roots
40270		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero in the root
40271		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: zero at the end of the root
40272		Pegboard/pegs, $n-n^2$ chart, guide squares	Three-digit roots and beyond: four-digit roots, writing
	Square root: passages to abstraction		
40274		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: using more than one category at a time
40275		Pegboard/pegs, $n-n^2$ chart, guide squares	Leading to abstraction: calculating the next root digit
40276		Paper/pencil, guide squares	Calculating square root on paper
40277		Paper/pencil	Rule for extraction of square root
40278			
	Cube root		
	Cube root: sensorial passages		
40281		Bead cubes 1-10, tickets	Concept, geometric representation, language, and notation for cube root
40282		White 2cm cubes	Extracting a cube root using 2cm cubes (for numbers less than 250)
40283		Wooden cubing material	Extracting a cube root for four- to six-digit numbers using chart and wooden cubing material (by category)
	Cube root: passages to abstraction		
40285		Wooden cubing material, $n-n^3$ chart	Extracting a cube root of four- to six-digit numbers using wooden cubing material: consolidation of the calculations of identical groups of prisms
40286		Hierarchical cube, $n-n^3$ chart	Extracting a cube root of seven- to nine-digit numbers using the hierarchical/decimal trinomial: writing the calculations from the decimal values of the cubes and prisms
40287		Paper/pencil	Rule for extraction of cube root
	Signed numbers		
40291		Elementary/negative snake game	Introduction to signed numbers
40292		Elementary/negative snake game	Addition of signed numbers
40293		Elementary/negative snake game	Multiplication of signed numbers
40294		Elementary/negative snake game	Subtraction of signed numbers
40295		Elementary/negative snake game	Division of signed numbers
40296		Paper/pencil	Word problems using signed numbers
40297			
	Powers of Numbers		

Activity ID	Content Strand	Material	Presentations Activities
40301		Powers of two material	Unit can be any physical size
40302		Wooden cubing material	Any number has powers
40303		Wooden cubing material, pencil/paper	Special case: multiplication or division of powers of numbers having the same base
40304		Decimal board & reciprocal strip	Negative exponents for base 10
40305		Paper/pencil	Operations with numbers written in exponential notation
40306		Paper/pencil	Operations: numbers written in expanded power notation
40307			
	Non-decimal bases		
40310		Number base board & gold beads	Counting in a non-decimal base
40311		Number base board & gold beads	Operations in different bases
40312		Number base board, gold beads, bead bars	Conversion of notation from one base to another using bead material
40313		Number base board, gold beads, bead bars	Conversion from notation of any base to base 10 using expanded power notation
40314		Paper/pencil	Algorithm for conversion of notation from one base to another
40315			
	Ratio and proportion		
	Ratio		
40318		Objects from environment, paper/pencil	Concept, language, and notation for ratio
40319		Paper/pencil	Ratio can be expressed as a fraction
40320		Pegboard & pegs, paper/pencil	Ratios are equal if they are equivalent fractions
40321		Paper/pencil, objects from environment	Problem-solving using ratio
	Proportion		
40323		Metal inset material, powers of two	Concept, language, and notation for proportion
40324		Paper/pencil, objects from environment	Solving equations with proportion
40325		Paper/pencil	Cross multiplication
40326	Word problems	Paper/pencil, objects from environment	Word problems with ratio and proportion
	Introduction to algebra		
40329		Bead bars, number & operations tickets	Concept of an equation and balancing an equation using the laws of equivalence
40330		Bead bars, number & operations tickets	Order of operations
40331		Bead bars, number & operations tickets	Solving an equation for one unknown using the laws of inverse operations
40332		Bead bars, number & operations tickets	Solving for one unknown using more than one operation
40333		Paper/pencil	Solving equations having fractional coefficients
40334		Paper/pencil	Translating verbal problems into equations
40335		Paper/pencil	Solving for two unknowns when there is a pair of equations
40336		Paper/pencil	Solving for two unknowns
40337		Paper/pencil, prepared word problems	Algebraic word problems
40338			
	Graphing		
40340		Graph examples, paper/pencils	Introduce graphing (interpreting & constructing graphs)
40341		Graph paper/pencils	Types of graphs
40342			
	Statistics & probability		
40344		Graph paper/pencil	Introduce statistics
40345		Graph paper/pencil	Statistic concepts: range, median, mode, mean
40346		Bead bars, objects from the environment	Probability, estimation
	Word problems		
	Solving for distance, time, and speed		
40349		Group of children	Preliminary: run a race

Activity ID	Content Strand	Material	Presentations/Activities	
40351	Solving for principal, time, interest, and rate	Gold beads & word problem labels	Solving for time	
40352		Gold beads & word problem labels	Solving for speed	
40354			Preliminary: discuss banking	
40355		Gold beads & word problem labels	Solving for interest	
40356		Gold beads & word problem labels	Solving for rate	
40357		Gold beads & word problem labels	Solving for principal	
40358		Gold beads & word problem labels	Solving for time	
40359				
		Measurement		
40361			Objects from environment, e.G. Paperclips	Concept of measurement: non-standard unit of measurement for length
40362		Measuring tools	Concept of measurement: standard unit for measurement for length	
40363		Measuring tools	Introduction to the customary/english system	
	Metric system			
40365		Decimal board & handmade cards	Introduction to the metric system	
40366		Card material	Metric system abbreviations	
40367			Metric system conversions: how many smaller units are in a larger unit?	
40368			Metric system conversions: how many larger units are in a smaller unit?	
	Other measurements			
40370			Volume	
40371			Weight	
40372			Area	
40373			Temperature	
	Geometry			
	The history of geometry			
40377	Stories for geometry	Rope for the story (3-4-5)	The story of how geometry got its name	
40378			Thales of miletus	
40379			Pythagoras of croton	
40380			Plato of athens	
40381			Euclid of alexandria	
40382				
	Congruency, similarity, and equivalence			
40384		Red metal inset material	Concept, language, and notation for congruent geometric figures	
40385		Red metal inset material	Concept, language, and notation for similar geometric figures	
40386		Red metal inset material	Concept, language, and notation for equivalent geometric figures	
40387		Constructive triangles	Further investigation of congruent, similar, and equivalent figures using constructive triangles	
40388				
	Geometry nomenclature			
40390		Geometry nomenclature material	Introduction to the material	
40391		Geometry nomenclature material	Activity one	
40392		Geometry nomenclature material	Activity two	
40393		Geometry nomenclature material	Activity three	
40394		Geometry nomenclature material	Activity four	
40395				
	Lines			
40397		String	Types of lines	
40398		String/scissors/marker	Parts of a straight line	
40399		Box of geometry sticks	Positions of a straight line	
40400		Box of geometry sticks	Positions of two straight lines	
40401				
	Angles			
40403		Box of geometry sticks, right angle tool	Types of angles	
40404		Box of geometry sticks	Parts of an angle	
40405		Box of geometry sticks	Pairs of angles	

Activity ID	Content Strand	Material	Presentations Activities
40407			Story of the babylonians
40408		Montessori protractor	Measurement of an angle in degrees using the montessori protractor
40409		Standard protractor	Measurement of an angle in degrees using the standard protractor
40410			
	Polygons		
40412		Box of geometry sticks	Types of polygons, named by the number of sides
40413		Box of geometry sticks	Parts of a polygon
40414		Box of geometry sticks	Diagonals of a polygon related to the sum of interior angles of a polygon
40415		Box of geometry sticks	Regular and irregular polygons
40416		Box of geometry sticks	Parts of a regular polygon
40418	Triangles	Box of geometry sticks	Parts of a triangle
40419		Box of geometry sticks	Types of triangles according to sides
40420		Box of geometry sticks, right angle tool	Types of triangles according to angles
40421		Pythagorean plate	The story of pythagoras
40422		Box of geometry sticks	Types of triangles according to sides and angles
40424	Quadrilaterals	Box of geometry sticks	Types of quadrilaterals
40425		Box of geometry sticks	Parts of a quadrilateral
40426		Box of geometry sticks	Family tree of quadrilaterals
	Circles		
40429		Lg. Paper/box of sticks/pencils/string	Parts of a circle
40430		Insets of polygons/circle, ruler, paper/pencil	Circumference
40431		Box of sticks w/curved lines or circle	Positions of a circle and a straight line
40432		Box of sticks w/curved lines or circle	Position of two circumferences
	Equivalence with iron material		
40435		Red metal equivalence insets	Triangle equivalent to rectangle
40436		Red metal equivalence insets	Rhombus equivalent to rectangle
40437		Red metal equivalence insets	Trapezoid equivalent to rectangle
40438		Red metal equivalence insets	Decagon equivalent to rectangles i and ii
40439		Red metal equivalence insets	Equivalence of regular polygon to rectangle (example: pentagon)
	Area		
40442	Introduction to area	Yellow area material (w/grid lines)	Concept of measuring a surface with unit squares
40443		Yellow area material, rectangle	Concept of transforming a surface into a rectangle in order to measure area
40444		Yellow area material	Identifying base and height of rectangle, parallelogram, and triangles
	Deriving area formulas using yellow area material		
40446		Yellow area material, paper/pencil	Deriving the formula for the area of a rectangle
40447		Yellow area material, paper/pencil	Deriving the formula for the area of a parallelogram
40448		Yellow area material, paper/pencil	Deriving the formula for the area of a triangle
	Deriving area formulas using iron material		
40450		Red metal equivalence insets/iron material	Area of triangle
40451		Red metal equivalence insets/iron material	Area of rhombus
40452		Red metal equivalence insets/iron material	Area of trapezoid
40453		Red metal equivalence insets/iron material	Area of decagon: rectangle i
40454		Red metal equivalence insets/iron material	Area of decagon: rectangle ii

Activity ID	Content Strand	Material	Presentations/Activities
40458	Deriving area formulas using paper material	Prepared divided circles and rectangles	Area of circle
40461	Pythagorean theorem	Pythagorean plate i	Pythagorean theorem: plate i
40462	Equivalence with iron material	Pythagorean plate ii	Pythagorean theorem: plate ii
40463		Euclid's plate	Pythagorean theorem: plate iii (euclid's plate)
40466	Volume	2Cm and 1cm white cube material	Concept of volume
40467		Rectangular prism, volume material, a 2cm cube	Volume of right prism
40468		Solid and divided prism materials	Volume of right prisms with non-rectangular bases
40469		Hollow prisms and sand	Volume of square pyramid
40470		Geometric solids and sand	Solids of rotation
40471		Geometric solid cylinder, paper/pencil	Volume of a cylinder
40472		Geometric solid cone, paper/pencil	Volume of a cone
40473		Geometric solid sphere, paper/pencil	Volume of a sphere
40476	Surface area		
40477	Lateral and total surface area:	Geometric solids, paper/pencil	Rectangular prism
40479	Geometric design and construction		
40480	Geometric design	Metal insets	Metal inset techniques
40481		Metal insets and paper/pencils	Designing using the metal insets
40482		Ruler, paper/pencil	Techniques using a straight-edge or ruler
40483		Compass, paper/pencil	Techniques using a compass
40485	Geometric constructions	Geometry tools, paper/pencil	Designing geometric figures/ designing with a straight-edge and compass
40485	Geometric constructions	Straws/string, geometric solids, paper/pencil	Geometric constructions

Counting and Cardinality

Know number names and the count sequence.
 Count to tell the number of objects.
 Compare numbers.
 Understand addition as putting together and subtracting as taking apart and taking from.

Kindergarten
 Kindergarten
 Kindergarten
 Kindergarten

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Represent and solve problems involving addition and subtraction

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: $(8 + 3) + 4 = 11 + 4 = 15$ is the same as $8 + (3 + 4) = 8 + 7 = 15$; knowing that three seconds can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.4 Understand subtraction as an unknown-addition problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 3).

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number relating to ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Add and subtract within 20.

2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 7 - 1$; $5 + 2 = 2 + 5$; $4 + 1 = 5 + 2$.

Work with addition and subtraction equations

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$; $5 = ? - 3$; $6 + 6 = ?$.

40041/40053 Golden Beads/Seals, Addition and Subtraction
 40051/40056 Golden Beads & Decimal Cards/Static Addition and Subtraction
 40053/40057 Large Bead Frames/Static Addition and Subtraction
 40054/40060 Stamp Games/Static Addition and Subtraction
 40055/40069 Stamp Game w/ square paper/working using symbolic representation
 40051 Stamp Game with Squared Paper

40054/40078 Word Problems Golden Beads Addition and Subtraction
 40055/40079 Bead Bar Addition and Subtraction
 40051 Stamp Game with Squared Paper

40054/40078 Golden Beads/Addition and Subtraction Word Problems
 40055/40079 Bead Bar/Addition and Subtraction Word Problems

40056 Bead Bar/Commutative Property of Addition
 40061 Snake Game (Associative Property)

40053 Snake Game Subtraction
 40061 Bead Chains
 40054/40064 Reverse of Skip Counting
 40068 Large Bead Frame

40051/40063 Snake Game
 40059 Addition Strip Board
 40060 Addition Snake Game
 40061 Subtraction Strip Board
 40062 Subtraction Finger Charts
 40063 Subtraction Finger Charts

40059 Addition Strip Board
 40060 Addition Finger Charts
 40061 Addition Snake Game
 40061 Subtraction Strip Board
 40062 Subtraction Finger Charts
 40063 Subtraction Snake Game
 40067 Golden Beads
 40067/40077 Large Bead Frame

Introduction to Algebra
 40059 Concept of Equations and Balancing
 40059 Order of Operations
 40061 Solving Equations/Inverse Operations
 40063 Solving Equations/More than One Operation

40061/40063 Snake Game
 40059 Addition Strip Board
 40060 Addition Finger Charts
 40061 Subtraction Strip Board
 40062 Subtraction Finger Charts
 40063 Concept Commutative Law

Golden Bead Material
 Large Bead Frame
 Stamp Game

Stamp Game
 Golden Bead Material
 Bead Bar

Symbol for operations and solving for the unknown in an equation

Golden Bead Material
 Bead Bars

Bead Bars

Subtraction Snake Game
 Smart and Long Bead Chains

Bead Bars
 Addition Strip Board and Finger Charts
 Subtraction Strip Board and Finger Charts

Addition Strip Board and Finger Charts
 Subtraction Strip Board and Finger Charts
 Bead Bars
 Golden Beads
 Large and Small Bead Frame
 Boxes of tickets with operations and answers for all four operations

Bead Bars and Operations Thru's

Bead Bars and Cards
 Snake Game
 Addition and Subtraction Strip Boards
 Addition and Subtraction Finger Charts
 Number Cards and Symbols

Attention should be given to some problems with missing addends (8 + ? = 10). Some problems that draw relating materials and subtrahends (10 - with number = 6)

Lessons should include a variety of ways to solve for the unknown and balance equations

Lessons should include a variety of ways to solve for the unknown and balance equations. Word problems should include the language "taking to, taking from, putting together, taking apart, and compare"

Acknowledge the Commutative and Associative Properties apparent in these lessons. Add vocabulary of "Unknown Quantity"

IMPORTANT: AMI math curriculum includes math problems beyond 20 and introduces both Static and Dynamic Addition and Subtraction. These concepts are presented early and supported by materials which include quantity and symbols. (40056, AMI7, 40058, 40059 for addition and 40070, 40071, 40072, 40073 for subtraction)

The intention of this standard is to help a child understand how to count up from the known quantity. If you add 5 and three, you begin with 5 and count up: "6, 7, 8"

These materials continue to support the concepts of relating number and unknown quantity found in algebra. Previous knowledge of decompositions of numbers with golden beads is needed. The purpose of this standard is for children to be able to create equivalent sums and for this they need to know that different addends can create a sum to build tens for mental addition and subtraction

Flash cards can help here as well

For first grade, the concept of balance can be easily shown as a child weighs objects on a balance scale, apply language, number and symbols to the relationships seen

Emphasize the missing addend or subtrahend in a variety of ways

<p>Work with equal groups of objects to gain foundations for multiplication.</p>	<p>2.OA.C.1. Determine whether a group of objects (up to 20) has an odd or even number of members. e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>4087 Golden Bead/units. To Multiplication 4088 Concept of Simple Multiplication 4091 Skip Counting 40107 Introduction of Checkerboard 40108 Multiplication by a One-Digit Multiplier 40109 Multiplication by a Multi-Digit Multiplier (Using Bead Bars, No Facts)</p>	<p>Cards and counters Bead bars/number tickets Checkerboard</p>	<p>The concept of odd and even would have been practiced in the primary, but this material could be borrowed for a review to elementary</p>
<p>Represent and solve problems involving multiplication and division.</p>	<p>3.OA.A.1. Interpret products of whole numbers. e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>3.OA.A.2. Interpret whole-number quotients of whole numbers. e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p> <p>3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>4089 Decadal/word bars 4091 Stamp Game with Equal Paper 40134 Ruler and Tiles/Divided by a One-Digit Divisor 40131 Multiplication Word Problems 40143 Division Word Problems 40443 E. Area Work</p>	<p>Bead bar box (decadal) Stamp game Ruler and tiles</p>	<p>Graph the multiplication equation on graph paper to visually see the array</p>
<p>Use the four operations with whole numbers to solve problems.</p>	<p>3.OA.B.1. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 \times 7 = \square$, $6 \times 6 = 42$.</p> <p>3.OA.B.2. Apply properties of operations as strategies to multiply and divide. Example: If $6 \times 4 = 24$ is known, then $3 \times 8 = 24$ is also known. (Commutative property of multiplication.) $7 \times 3 = 21$ can be found. (Associative property of multiplication.) $4 \times 6 = 24$ can be found. (Distributive property of multiplication.) Learning that $8 \times 5 = 40$, a student can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.B.3. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	<p>4095 Commutative Law of Addition 4087 Associative Property of Addition 4094 Distributive Law of Multiplication 4089-40104 Distributive Law of Multiplication and Associative Laws</p>	<p>Materials for commutative, distributive and associative properties</p>	<p>All three laws are inherent in this objective.</p>
<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	<p>40110 Checkerboard and Bead Bars (Multi-Digit Multiples, some facts) 40111 Checkerboard (Multi-Digit Multiples, recording final product) 40112-40113 Checkerboard</p>	<p>Materials for checkerboard</p>	<p>AMI curriculum creates problems in categories of tens, tens, hundreds, thousands, to millions. Problems are not confined within 100. Emphasize and practice the concept of fact families, and written and oral story problems to show the relationship of multiplication and division.</p>
<p>Use the four operations with whole numbers to solve problems.</p>	<p>4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess for reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>40300 Order of Operations 40331 Solving an Equation for One Unknown Using the Laws of Inverse Operations 40337 Algebraic Word Problems 40366 Commutative Law of Addition</p>	<p>Bead bars Box of operation symbols and number cards Algebra materials</p>	<p>Concepts covered in Measurement Math Curriculum can support additional problems. For example Rounding of using Golden Bead. Strengthen concept of estimating while using large bead frame, checkered board, sticks and tabs, stamp game for problems in all four operations. Practice with oral and written word problems. Translate verbal problems into equations.</p>
<p>Use the four operations with whole numbers to solve problems.</p>	<p>4.OA.B.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.B.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.B.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess for reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>Previously presented Measurement materials are applicable to these concepts. Previously presented Measurement materials are applicable to these concepts. Previously presented Measurement materials are applicable to these concepts.</p>	<p>Golden beads</p>	<p>Create oral and written word problems or extension to the concepts tested with Measurement materials. AMI Grade responsible to create extensions to previously presented Measurement materials</p>

Understand place value.

2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 8×10 , 5×60) using strategies based on place value and properties of operations.

4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number; and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

40384 Concept: Language and Notation for Congruent Geometric Figures

40385 Concept: Language and Notation for Similar Geometric Figures

40386 Concept: Language and Notation for Equivalent Geometric Figures

40389 Association of Symbol and Quantity 1, 10, 100, 1000

40043 Static Addition (no carrying)

40044 Static Addition (no carrying)

40045 Static Addition with recording

40046 Dynamic Addition (w/carrying)

40065 Concept of Static Subtraction with whole numbers

40066 Static Subtraction (no borrowing)

40147 Further Investigation of Multiples Using Bead Bars (One- and Two-Digit Numbers)

40149 Calculation of Multiples Using Table A and Table B (Linear & Skip Counting)

40015 Linear and Skip Counting

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40049 Dynamic Addition (w/carrying)

40073 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40047 Dynamic Addition (w/carrying)

40053 Introduction/Consolidate Algorithm

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40056 Commutative Law of Addition

40057 Associative Property of Addition

40079 Subtraction Word Problems

40020 Expanded Notation Decomposing numbers

40047 Dynamic Addition (w/carrying)

40071 Dynamic Subtraction (w/borrowing)

40053 Introduction/Consolidate Algorithm

40058 concept of simple multiplication (fact)

40059 Build the Decomposed w/Bead Bars

40053 Introduction/Consolidate Algorithm

40115 Multiplication by a One-Digit Multiplier

40127 Geometric Form Multiplication

40192 Concept of Measuring 4 Squares with Unit Squares

Red metal ions material
Golden Thread material
Decimal cards

Large bead frame
Stamp game

Bead bars
Tables A & B
Pencil

Golden beads & decimal cards
Large bead frame
Stamp game

Large bead frame

Large bead frame
Stamp game w/paper
Pencil

Large bead frame
Stamp game w/paper
Pencil

Large bead frame

Bead bar material
Pencil/paper

Small bead frame
Large bead frame
S1 & B1 paper

Stamp game w/paper
Large bead frame
Pencil

Bead bars

Large bead frame
Stamp game with paper

Large bead frame
W/paper
Pencil

Graph paper
Colored pencils
Ruler

Yellow area material (w/1/4" lines)

US DOMAINS	COMMON CORE STATE STANDARDS	EFFICIENT ACTIVITIES	EMPOWERING MATERIALS	COMMON CORE STATE STANDARDS	
Solve problems involving measurement and estimation (of length, area, volume, and mass) of objects.	<p>1.MD.A.1 Tell and write times to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>1.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using a balance scale (such as a beaker with a measurement scale) to represent the problem.</p> <p>1.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>1.MD.C.6 Measure area by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>1.MD.C.7 Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Identify side lengths to find area of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b is $a \times b$ is the sum of a b non-overlapping parts, applying this technique to solve real-world problems.</p> <p>1.MD.D.1 Solve real-world and mathematical problems involving perimeter of polygons, including finding the perimeter given the side lengths, finding unknown side lengths, and classifying rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>1.MD.A.1.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 lb is 16 times as long as 1 oz. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p> <p>1.MD.A.2 Use the four operations to solve word problems involving unknowns in all positions of the four operations, including problems involving simple fractions of whole amounts, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>1.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by dividing the area formula by a multiplication equation with an unknown factor.</p> <p>1.MD.C.5 Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint. Understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays by considering the fraction of the circumference subtended by the angle. An angle that turns through $1/4$ of a circle is called a "right angle," and can be used to measure angles. b. An angle that turns through a full circle is said to have an angle measure of a degree.</p> <p>1.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>1.MD.C.7 Recognize angle measures as additive. When an angle is divided into two non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>40054-40055 Addition Word Problems, problem solving</p> <p>40370 Volume</p> <p>40371 Weight</p> <p>40372 Area</p> <p>40374 Liquid measurements: Standard and Metric</p> <p>40416 Identifying Inch</p> <p>40446 Formula for Area of Rectangle</p> <p>40447-40448 Formula for Perimeter and Triangle</p> <p>40450-40453 Area of Triangle, Rhombus, Trapezoid, Decagon and Regular Polygon like Postage</p> <p>40416 Parts of a Regular Polygon</p> <p>40442 Measuring Surface w/Unit Sq</p> <p>40443 Transforming Surface to Rect</p> <p>40361 Non-Standard Unit for Length</p> <p>40362 Standard Unit for Length</p> <p>40363 Intro to Customary English Syst</p> <p>40364 Intro to Metric System</p> <p>40366-40368 Metric Syst Conversions</p> <p>40349 Preliminary Run & Race</p> <p>40350-40353 Solving Dist, Time, Speed</p> <p>40349-40341 Intro to Types of Graphs</p> <p>40354-40358 Solving for Unknown, Rate, Principle, Time</p> <p>40370-40373 Volume, Weight, Area, Temperature</p> <p>40334 Time: Vertical Probe to Equations</p> <p>40337 Algebraic Word Problems</p> <p>40331-40332 Solving for One Unknown</p> <p>40403 Types of Angles</p> <p>40404 Parts of an Angle</p> <p>40408 Measurement of Angle Degrees</p> <p>40409 Measurement of Angle Degrees</p> <p>40408 Measurement of Angle Degrees</p> <p>40409 Measurement of Angle Degrees</p> <p>40406 Parts of Angles</p> <p>40406 Angles Use by a Theorem</p>	<p>Golden beads</p> <p>Base bars</p> <p>Word problems involving time</p> <p>Objects in the environment</p> <p>Fun balance</p> <p>Measuring cups, beakers, graduated cylinders, etc.</p> <p>Yellow area material (w/ grid lines)</p> <p>Yellow area material, rectangle</p> <p>Yellow area material (w/ grid lines)</p> <p>Yellow area material, paper/pencil</p> <p>Red metal spirit-leveler measurement material</p> <p>Box of geometry aids</p> <p>Yellow area material (w/ grid lines)</p> <p>Yellow area material, rectangle</p> <p>Objects from the environment</p> <p>Measuring tools</p> <p>Decimal board & handmade cards</p> <p>Card material</p> <p>Group of children</p> <p>Grid boards & word problem labels</p> <p>Graph examples, paper/pencils</p> <p>Golden beads & word problem labels</p> <p>Paper/pencil</p> <p>Base bars, number/operations tickets</p> <p>Box of geometry aids, right angle tool</p> <p>Box of geometry aids</p> <p>Standard protractor</p> <p>Standard protractor</p> <p>Standard protractor</p> <p>Box of geometry aids</p> <p>Box of geometry aids</p>	<p>C</p> <p>C</p> <p>C</p> <p>C</p> <p>C</p> <p>F</p> <p>F</p> <p>C</p> <p>C</p> <p>C</p> <p>C</p> <p>C</p> <p>C</p>	<p>Mapped AMI activities also cover deriving formulas for the area of parallelogram and triangles, and explore areas of rhombus, trapezoid, decagon and regular polygons like postage. Word problems extend this work and provide real-world experience.</p> <p>Mapped AMI activities introduce concept of perimeter but do not specifically address problem-solving with perimeter.</p> <p>Creatives of construction table not directly noted in lesson here.</p> <p>Mapped AMI activities go beyond standard to cover various types of angles created by transversals.</p>

Convert like measurement units within a given measurement system.

3.MD.A.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 50 mm), and use these conversions in solving multi-step, real-world problems.

3.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. A solid figure which can be packed without gaps or overlaps using a unit cube is said to have a volume of a cubic unit.

3.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.

3.MD.C.5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes. b. Apply the formulas $V = lwh$ and $V = bh$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. h. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying the technique to solve real-world problems.

Kindergarten

Kindergarten

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Analyze, compare, create, and compose shapes.

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

4Q367 Conversions Small to Large Unit

4Q368 Conversions Large to Small Unit

4Q466 Concept of Volume

4Q466 Concept of Volume

4Q467 Volume of Right Prism

4Q468 Right Prism w/Non-Rec Bases

4Q390 Introduction to the Material

4Q391 Activity One

4Q392 Activity Two

4Q393 Activity Three

4Q394 Activity Four

4Q411 Types of Polygons, Named by the Number of Sides

4Q479 Metal Inset Technique

4Q480 Designing Using the Metal Insets 4Q481

Techniques Using a Straight Edge or Ruler

4Q482 Techniques Using a Compass

4Q483 Designing Geometric Figures/ Designing with a Straight Edge and Compass

4Q173 Fractions Quantity and Language

4Q174 Fractions Symbol, Notation, Further Language

4Q176 Equivalence Sentences

4Q390 Introduction to the Geometry Nomenclature

4Q391 Activity One

4Q392 Activity Two

4Q393 Activity Three

4Q394 Activity Four

4Q412 Types of Polygons, Named by the Number of Sides

4Q415 Regular and Irregular Polygons

4Q438 Types of Quadrilaterals

4Q442 Concept of Measuring a Surface with Unit Squares

4Q173 Fractions Quantity and Language

4Q174 Fractions Symbol, Notation, Further Language

4Q175 Fractions Other Representations

4Q176 Equivalence Sentences

4Q421 Types of Quadrilaterals

4Q423 Parts of a Quadrilateral

4Q426 Family Tree of Quadrilaterals

C

C

C

C

C

C

C

C

C

C

C

2Cm and 1cm white cube material

2Cm and 1cm white cube material

Rectangular prism, volume material, a 2cm cube
Solid and divided prism material

Geometry nomenclature material
Box of geometry sticks
Right angle tool

Metal insets
Ruler
Compass
Geometry tools
Straightedge
Geometric solids

Red metal fraction insets
Labels

Geometry nomenclature material
Box of geometry sticks
Right angle tool

Yellow area material

Red metal fraction insets

Box of geometry sticks
Right angle tool

Mapped AMI activities also cover Volume of Square Pyramid, Solids of Rotation, Volume of a Cylinder, Volume of a Cone and Volume of a Sphere

G. Geometry

Reason with shapes and their attributes.

4.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram, a. Represent a fraction $\frac{1}{b}$ on a number line diagram by dividing the interval from 0 to 1 into b equal parts and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part labeled a locates the number $\frac{a}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

4.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions for reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{3} = \frac{2}{6}$, $\frac{1}{4} = \frac{2}{8}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $\frac{a}{b}$; recognize that $\frac{3}{1} = \frac{6}{2}$, $\frac{4}{1} = \frac{8}{2}$, and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.A.4. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{c}{d}$ ($\frac{a}{b} = \frac{c}{d}$) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use the this principle to recognize and generate equivalent fractions.

4.NF.A.5. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.B.1. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Examples: $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$, $\frac{3}{4} = \frac{1}{4} + \frac{2}{4}$, $\frac{4}{4} = \frac{1}{4} + \frac{3}{4}$, $\frac{4}{4} = \frac{2}{4} + \frac{2}{4}$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $5 \times \frac{1}{4}$ as the number $\frac{5}{4}$. b. Understand a multiple of $\frac{1}{b}$ as a multiple of $\frac{a}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to represent $3 \times \frac{2}{5}$ as $\frac{6}{5}$. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Develop understanding of fractions as numbers

Extend understanding of fraction equivalence and ordering

Use and Operations-- Fractions

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

40176 Equivalent: Semioral

40174 Equivalent: Semioral

40176 Equivalent: Semioral

40179 Simple Addition (Denominators Common, Reduction)

40184 Simple Multiplication (by Single-Digit Whole Number, Reduction)

Concepts of fractions as number line are not covered, although the same concepts are developed in the context of applied problems in the Fraction Inserts AMI lesson not numbered: "Fractions as Parts of a Set" (HMTT, 2011)

AMI lesson not numbered: "Nomenclature for Equivalence" (HMTT, 2011) completes equivalence table

AMI work starts earlier, e.g. 1-2, this is an extension of repeated essential practice of the students

Related lessons might be: 40119 Ratio can be Expressed as a Fraction, 40220 Ratios are Equal if They are Equivalent Fractions

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{5} + \frac{1}{2} = \frac{4}{10} + \frac{5}{10} = \frac{9}{10}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

Use operations fractions as a strategy to add and subtract fractions.

5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. (If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?)

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q , into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{5}) \times 3$. b. $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find area of rectangles, and represent fraction products as rectangular area.

5.NF.B.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{ac}{bc}$ to $(\frac{a}{b}) \times (\frac{c}{c}) = \frac{ac}{bc}$.

5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7 Apply and extend previous understandings of division to divide and fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general, can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, the division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{3})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{3}) = 12$ because $12 \times (\frac{1}{3}) = 4$. c. Solve real-world problems involving division of whole numbers by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{4}$ -cup servings are in $\frac{1}{2}$ cups of raisins?

- 40183 Addition/Subtraction: Unknown Denominators
Decomposition Using Transparencies
- 40184 Addition Using Transparencies
- Decomposition by Multiplying the Denominators
- 40189 Addition/Subtraction: Unknown Denominators
Finding the Numerators by Adding or Subtracting Fractions
- 40191 Addition/Subtraction: Finding the Least Common Denominator (LCD)
- 40193 Addition/Subtraction: Finding a Common Denominator Using Graph Paper
- 40194 Naming, Solving a Fraction Arithmetically

40195 Applications with Fractions

40181 Simple Division (by Single-Digit Whole Numbers)

40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)

40184 Multiplication by a Fraction Less than One

40184 Multiplication by a Fraction Less than One
40183 Simple Multiplication (by Single-Digit Whole Number, Reduction)

40192 Abstraction of the Rules for Operations with Fractions

40193 Applications with Fractions

40195 Division by a Fraction Less than One (Measurement/Concept)

40196 Division by a Fraction Less than One (Partitive/Strategy)

Fraction insets and paper tickets
Base of fraction pieces
Transparencies prepared with fraction lines
Graph paper

Fraction insets and paper tickets
Large skittles

Fraction insets
Paper tickets
Box of fraction pieces

Fraction insets
Paper tickets
Box of fraction pieces

Fraction insets and paper tickets
Large skittles
Pencil/paper

This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems

"AMI lesson not numbered: "Multiplication Using Graph Paper" (HMTL 2013)
AMI does not directly map publication of fractions to area, except loosely, in using graph paper to find common denominators"

This is an outcome of repeated practice of working problems. If the child does not come to this realization a separate discussion may occur guiding the child through the materials.

This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems

Understand decimal notation for fractions, and compare decimal fractions.

Understand decimal notation for fractions, and compare decimal fractions.

4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

6.RP.A.2 Understand the concept of a unit rate a associated with a ratio $a:b$ with $b \neq 0$, and use ratio language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve multistep word problems involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity (e.g., 30% of 80), and find the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) e. How much chocolate will each person get if 3 people share $\frac{3}{4}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of fabric with length $\frac{7}{8}$ yd and area $\frac{7}{8}$ square yd? Compare the results with multi-digit numbers and find common factors and multiples.

6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperatures above/below zero, elevations above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

Understand decimal notation for fractions, and compare decimal fractions.

Understand decimal notation for fractions, and compare decimal fractions.

4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

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6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperatures above/below zero, elevations above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

40199 Decimals: Quantity and Language

40199 Decimals: Symbol

40201 Addition and Subtraction Using the Decimal Model

40202 Algorithm for Addition and Subtraction of Decimals

40214 Concept, Language, and Notation of Percentage

40215 Conversion of Fraction Bars to Percentage using the Conceptual Frame

40219 Conversion of Common to Decimal Fractions (and vice versa)

40218 Equivalent Decimal Fractions

40318 Concept, Language, and Notation for Ratio

40319 Ratio can be expressed as a fraction

40321 Problem solving using Ratio

Decimal cubes and beads
Label strip for decimal board
Decimal board (yellow board) & cubes/beads

Conceptual frame
Red fraction mats and conceptual frame
Pencil/paper

Conceptual frame
Graph paper

Objects from the classroom, paper and pencil

Objects from the classroom, paper and pencil

C

C

P

C

P

AMI doesn't directly teach number line for fractions

Teacher should introduce the term "rate" when presenting these lessons

Provide word problems that meet the needs for this standard

Finalize the abstraction by practicing the specific examples that are featured in the standard

6.EE.B.3. Understand solving an equation or inequality as a process of converting a statement which values from a specified set, if any, make the equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $ax + b = c$ and $mx + y = z$ for cases in which a, c and z are all nonnegative rational numbers.

6.EE.B.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

6.EE.C.5. Use variables to express two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equations. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distance and time, and write the equation $d = 65t$ to represent the relationship between distance and time.

6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Reason about and solve one-variable equations and inequalities.

Represent and analyze quantitative relationships between dependent and independent variables.

Develop understanding of statistical variability.

Statistics and Probability

Summarize and describe distributions.

Introduce use of a number line and bar graphs. Idea of a pan balance in relation to balancing an equation. Venn Diagrams. Equation vs. Inequality.

Need to introduce the use of tables. Previous knowledge of addition, subtraction, multiplication, and division.

Bar models. Word problems would need to be specific for these situations.

Word problems would need to be written specifically for these.

Word problems would need to be written specifically for these.

C

C

C

P

P

X

X

X

P

Parts (A) and (B) are practiced during science experiments and field work. Parts (c) and (D) are not covered.

P

Paper, pencil, and ruler.

Paper, pencil, and ruler. word problems.

Pencil and paper, and prepared problems.

Pencil and paper, and prepared problems.

Graph examples, paper and pencil, ruler. Golden beads and word problem books.

Introduction to Algebra 40339, 40330, 40331, 40332

Introduction to Algebra 40339, 40330, 40331, 40332
40337 Algebraic Word Problems

40337 Algebraic Word Problems

40337 Algebraic Word Problems

40340 Introduce Graphing
40341 Types of Graphs
Word Problems Solving for Distance, Time, and Speed
40339, 40330, 40331, 40332

40341 Types of Graphs

River Montessori Charter School 2019-2020 Calendar

July '19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SCHOOL DAY INFORMATION	
Regular School Day Session	
Monday - Thursday: 8:15 a.m. - 3:00 p.m.	
Friday: 8:15 a.m. - 12:00 p.m.	
First Day of School - July 24, 2019	
Last Day of School - May 29, 2020	

October '19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NO SCHOOL	
Break	
Conferences	
Faculty Workdays/Prof. Dev.	
HOLIDAYS	
7/4/19	Independence Day
9/2/19	Labor Day
11/11/19	Veterans Day, Observed
11/12/19	Thanksgiving
12/25/19	Christmas Day
1/1/20	New Years Day
1/20/20	Martin Luther King Day
2/10/20	Lincoln's Holiday
2/17/20	Washington's Holiday
5/25/20	Memorial Day

January '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March '20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

EXTRA CURRICULAR	
Bridge to Success Program	
July 22 & 23, 8:15 AM-12:00 PM	
TK, First, Fourth, & New Students	
River Crew Child Care Program	
Fall Break: September 30 - October 11	
Professional Development: November 1	
Thanksgiving: November 18-19	
Winter Break: December 26-27, January 2-7	
Spring Break: March 19-April 3	
Summer Camp: June 8-30; July 8-12 (2019)	

April '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '20						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

A Montessori Day (Bell Schedule)

Monday through Thursday

7:00am-8:00am	River Crew Care Program
8:00am-8:15am	Arrival
8:15am-11:45am	Montessori Work Period
11:45am-12:15pm	Transitional Kindergarten, Kindergarten, and Lower Elementary Lunch/ Upper Elementary Recess
12:15pm- 12:45pm	Transitional Kindergarten, Kindergarten, and Lower Elementary Recess/ Upper Elementary Lunch
12:45pm-3:00pm	Montessori work period with group activities such as art, music, physical
3:00pm-3:15pm	Dismissal
3:15pm-6:00pm	River Crew Care Program

Friday

7:00am-8:00am	River Crew Care Program
8:00am-8:15am	Arrival
8:15am-11:45am	Morning Gathering in the Multi-Purpose Room
8:25am-12:00pm	Montessori Work Period
12:00pm-12:15pm	Dismissal
12:15pm-6:00pm	River Crew Care Program

The Prepared Environment at the Preschool and Elementary Levels

Introduction

Children construct themselves and develop their potential through interaction with the environment. Montessori emphasizes careful preparation of environments that respond to the specific needs and tendencies of children at each stage of development. These “prepared environments” are sensitively created and maintained by the adult to provide optimum conditions for independent activity and full development of individual potential.

The prepared environment is more than materials; it involves the careful coordination of space, people, and time as well as the selection of activities and materials. The way in which these elements are combined will vary according to the stage of development. Yet each environment provides full opportunities for individual development within the context of a social community.

Space designs and furnishings integrate the indoor and outdoor environments and respond to the physical, social, and psychological needs of children at various stages. Through planned admissions, environments have a balanced mix of ages and sufficient numbers of children to promote a vibrant social community. The adults are carefully trained to link children to activities and to promote a positive emotional climate in the environment. The adult/child ratio, although different for various developmental stages, ensures optimal opportunity for development of independence.

1.731.00 stand for 3 carpets (3) or 1.732.00 stand for 5 carpets (2)

- Carrying Sharp Objects:

7.701.00 scissors with rounded point 10 cm

7.708.00 six-scissor storage block
knives

- Etc.

Exercises for Polishing:

- Making a Cotton Applicator

- Operating a Dropper

- Etc.

Exercises in Opening and Shutting:

- Doors

- Windows

- Boxes

- Bottles and Jars

- Etc.

Exercises in Folding:

- Napkins

- Dusters

- Towels

- Etc.

Exercises in Cutting:

- Scissors and Paper

5.677.00 scissors exercise

7.701.00 scissors with rounded point 10 cm

7.708.00 six-scissor storage block

- Knives with Rounded Points

- Etc.

2. Care of the Person

- Dressing and Undressing (dressing frames)

0.001.00 buttoning frame with small buttons

0.002.00 buttoning frame with large buttons

0.003.00 bow tying frame

0.004.00 lacing frame

0.005.00 hook and eye frame

0.006.00 safety pin frame

0.007.00 snapping frame

0.008.00 zipping frame

0.009.00 buckling frame

0.010.00 shoe buttoning frame

0.011.00 shoe lacing frame

0.012.00 Velcro™ frame

1.632.00 dressing frames stand

- Polishing Shoes:

4.014.00 shoe polishing brush set (also included in 1.727.00)

applicator

apron

baskets

brush, soft, hard

buffer

cloth, duster

dust/polishing cloth

paper, large, white

polish: black, brown, neutral

- Combing Hair:

chair

comb for each child

dressing table with mirror

wall hanging case to hold combs

wastebasket

- Washing Hands:

basin, glass

dish, small

finger nail brush

pitcher, glass

soap dish

soap

sponge, small

towel, small, hand

tray

- Hanging Up Clothes:

clothes hanger or clothes rack

- Checking Overall Appearance:

full-length mirror

- Etc.

3. Care of the Indoor Environment

- Dusting:

4.015.00 dust brush, small (also included in 1.727.00)

4.042.00 dust brush (also included in 1.727.00)

apron

basket for dusters

dust/polishing cloth

- Washing a Table:

apron

basin, circular

brush, small, scrubbing

floor cloth

pail with spout and handhold underneath

soap dish

soap, small piece

sponge, small

two-quart pitcher

wash cloth for drying

- Polishing a Small Wooden Object:

apron

basket

castor or butter pat dish

cloth for applying polish

cloth for rubbing in the polish

cloth for final polishing

placemat

polish

polish dispenser, small

spoon, small

- Polishing Metal:

4.033.00 8-piece brassware set (Items for polishing must be used elsewhere in the room. They do not sit with the materials for polishing. The items in this set could have a decorative function.)

apron

basket

brass polish, non-toxic

brush, small

cotton balls

- Shaking hands
- How to talk softly but audibly
- Offering an object to someone
- Passing an object from one person to another
- How to ask for something
- How to accept
- How to refuse
- Thanking someone
- Accepting thanks
- Excusing yourself
- How to apologize

- Passing behind so as not to disturb others
- How and when to interrupt
- Sitting down
- Standing up
- Etc.

6. Movement Exercises

Walking on the Line (Note: The line is to be an unobtrusive indication of where to put the feet, usually made with tape on the floor.)

Silence

Sensorial

The sensorial materials enable the young child to discriminate, order, and classify sensory impressions in relation to length, size, color, pitch, smell, etc. The addition of language gives the child a beginning “scientific vocabulary” to describe and compare qualities of objects.

Sensorial Exercises for the Preschool by Approximate Age of Introduction

Age 2½ to 3:

- 0.019.00 cylinder block #1 (increase in height and diameter) (pincer grasp)
- 0.020.00 cylinder block #2 (increase in diameter, height constant) (pincer grasp)
- 0.021.00 cylinder block #3 (decrease in height, increase in diameter) (pincer grasp)
- 0.022.00 cylinder block #4 (increase in height, diameter constant) (pincer grasp)
- 0.024.00 pink tower (variation in three dimensions)
- 0.024.10 stand for the pink tower
- 0.025.00 brown stair (variation in two dimensions)
- 0.026.00 long rods, red (variation in one dimension)
- 0.051.00 first box of color tablets (primary colors)
- 0.052.00 second box of color tablets (secondary colors)

materials for preparation of fingertips:

- tray
- small bowl
- small terrycloth towels
- small pitcher
- 0.012.40 smooth gradation board
- 0.012.A0 rough and smooth boards set (lightness of touch)
- 0.014.00 rough gradation tablets (lightness of touch)
- 0.014.40 smooth gradation tablets
- 0.014.50 fabric box (sense of touch)
- 0.017.A0 blindfold
- 0.063.A0 bells set
- 0.063.B0 bells keyboards (2)
- 1.715.01 side panels for bell/tone bar cabinet
- 1.715.02 top & legs for bell/tone bar cabinet
- 0.048.00 geometric solids (kinesthetic sense)
- 0.048.A0 geometric plane figures with box
- 0.048.B0 geometric solids basket (2)

- 0.048.C0 geometric cards
- 0.037.00 geometric cabinet (visual and muscular memory, control of hand, pincer grasp)
- 0.038.00 demonstration tray

Age 3 to 3½:

- 0.016.00 sound boxes (auditory sense)
- 0.017.00 baric tablets (baric sense)
- 0.018.00 thermic bottles (sense of temperature)
- 0.049.00 constructive triangles (the triangle as the constructor of other geometric forms)
- sorting (discrimination of grains) (pincer grasp):
 - trays
 - grains of different kinds
- 0.017.30 mystery bags, empty, set of 2 (kinesthetic sense)
- 0.017.40 mystery bags, geometric shapes (kinesthetic sense)
- 0.017.70 mystery bags, familiar items (kinesthetic sense)

Age 3½ to 4:

- 0.131.00 binomial cube (visual and kinesthetic sense)
- 0.041.00 botany cabinet (visual and muscular memory, control of hand, pincer grasp)
- 0.198.00 botany puzzles (visual and muscular memory, pincer grasp)
- 0.199.00 animal puzzles (visual and muscular memory, pincer grasp) (A0 horse, B0 frog, C0 fish, D0 turtle, E0 bird)

Age 4 to 4½:

- 0.018.A0 thermic tablets (sense of temperature)
- 0.015.00 smelling bottles (olfactory sense)
- 0.049.00 constructive triangles (triangular, small, large hexagonal boxes)
- 0.186.00 table of Pythagoras

0.045.A0 detective adjective exercise
 0.048.00 geometric solids
 0.048.A0 geometric plane figures with box
 0.048.B0 geometric solids basket
 0.048.C0 geometric cards
 0.049.00 constructive triangles
 0.049.F0 constructive blue triangles
 5.608.00 geometric cabinet matching cards
 5.609.00 geometric cabinet control chart
 5.610.00 geometric cabinet labels
 5.611.00 geometric cabinet advanced triangle labels
 5.612.00 detective adjective exercise labels
 5.613.00 commands for geometric cabinet
 5.615.00 commands for geometric solids
 Spirograph™
 tangrams

3. Congruent—Similar—Equivalent

A. Concept with Iron Material

0.115.00 metal squares—9 plates
 0.116.00 metal triangles—4 plates
 1.765.00 fraction cabinet
 geometry charts (handmade)
 paper
 paper strips and scissors or blank tickets (handmade)
 pencil

B. Concept with Constructive Triangles

0.049.00 constructive triangles
 0.049.F0 constructive blue triangles
 geometry charts (handmade)

4. Introduction to Polygons

0.194.00 geometric stick material
 0.194.A0 large working board geometric stick material
 nomenclature materials (handmade)

5. Angles

0.114.00 fraction circles
 0.114.A0 fraction circles stands
 0.124.00 instrument for the measurement of angles
 0.194.00 geometric stick material
 0.194.A0 large working board geometric stick material
 1.765.00 fraction cabinet
 carpenter's square
 compass
 nomenclature materials (handmade)
 paper:
 plain, large sheets
 regular, 8.5" x 11"
 pencils:
 colored (or crayons)
 regular
 protractor (full circle)
 push pins, different colors
 ruler

6. Inscribed and Circumscribed Figures

0.114.00 fraction circles
 0.114.A0 fraction circles stands
 0.115.00 metal squares—9 plates

0.116.00 metal triangles—4 plates
 0.117.00 small triangle
 0.117.A0 small trapezoid
 0.117.B0 small quatrefoil
 0.118.00 inscribed and concentric figures, metal
 0.119.00 triangle inscribed in circle
 1.765.00 fraction cabinet
 paper
 pencil
 scissors

7. Lines

0.194.00 geometric stick material
 0.194.A0 large working board geometric stick material
 carpenter's square
 child symbols, three pairs (handmade)
 food coloring
 nomenclature materials (handmade)
 transparent jars, large
 water

8. Equivalence

0.049.00 constructive triangles
 0.122.00 equivalent figure material
 0.123.00 Theorem of Pythagoras
 1.765.00 fraction cabinet
 geometry charts (handmade)
 triangles (handmade)

9. Polygons and Circles

A. Polygons

0.049.00 constructive triangles (triangular box)
 0.126.00 stand for height (centimeters)
 0.126.01 stand for height (inches)
 0.194.00 geometric stick material
 0.194.A0 large working board geometric stick material
 carpenter's square
 nomenclature materials (handmade)
 plane geometric figures made of paper, different sizes
 and shapes:
 triangles (handmade)
 quadrilaterals (handmade)
 polygons (handmade)

B. The Circle

0.114.00 fraction circles
 0.114.A0 fraction circles stands
 0.119.00 triangle inscribed in circle
 0.194.00 geometric stick material
 0.194.A0 large working board geometric stick material
 1.765.00 fraction cabinet
 nomenclature materials (handmade)
 paper circles of different sizes (handmade)

10. Area

A. Plane Figures

0.122.00 equivalent figure material
 0.126.00 stand for height (centimeters)
 0.126.01 stand for height (inches)
 0.127.00 yellow triangles for area
 1.765.00 fraction cabinet

number, symbol, sequence, the operations of the decimal system, and memorization of basic facts. The materials simultaneously reveal arithmetic, geometric, and algebraic correlations. These correlations are more fully extracted and articulated at the elementary level as the child moves toward abstraction through a series of carefully constructed steps.

Mathematics for the Preschool: Activities and Materials Overview

1. Numbers to Ten

A. Number Rods:

0.027.00 number rods

B. Sandpaper Numerals:

0.028.13 sandpaper numerals, USA style, print

0.028.A0 sandpaper numerals box

C. Number Rods and Cards:

0.027.00 number rods (same as above)

0.033.03 printed numerals, USA style, print

0.033.A0 printed numerals box

D. Spindle Boxes:

0.032.03 spindle boxes, USA style, print

0.032.10 extra spindles, per 10

0.032.B0 loose spindles box
ribbons or rubber bands or hair fasteners

E. Memory Game of Numbers:

5.580.00 numerals 0-10
basket

F. Cards and Counters:

0.033.03 printed figures, USA style, print

0.033.A0 printed numerals box

0.034.01 red counters, 100

G. Number words

5.585.00 number words and numerals 1-10

2. The Decimal System

A. Introduction to 1, 10, 100, 1000:

0.250.G0 introduction to decimal quantity, individual
beads, glass

0.251.00 introduction to decimal symbol
large felt mat or work mat

B. Introduction to Beads:

0.252.G0 introduction to the decimal system, individual
beads, glass

0.081.00 wooden tray with two unit cups
large felt mat or work mat

C. Introduction to Cards:

0.069.C0 large number cards 1-1000, plastic

0.069.A0 large number cards box

D. Formation of Complex Numbers with Beads and Cards:

0.069.A0 large number cards box

0.072.C0 large number cards 1-9000, plastic

0.081.00 wooden tray with two unit cups

0.252.G0 introduction to the decimal system, individual
beads, glass

large felt mat or work mat
bowl

E. Collective Exercises—Changing:

0.074.10 wooden square, per 10 pieces (5)

0.075.10 wooden cube, per 10 pieces

0.076.G0 45 golden ten bars in box, individual beads,
glass (3 boxes)

0.077.G0 100 golden unit beads, individual beads,
glass, with holes

0.081.00 wooden tray with two unit cups
bowls, 2, for up to 99 unit beads

F. Collective Exercises:

(Order one set of each of the following for a class of 25
children, two sets of each for a class of 35 children.)

0.069.A0 box for large number cards

0.070.A0 box for small number cards (4 for each set)

0.070.C0 small number cards 1-3000, plastic (3 for
each set)

0.071.C0 small number cards 1-9000, plastic

0.072.C0 large number cards 1-9000, plastic

0.074.10 wooden square, per 10 pieces (5)

0.075.10 wooden cube, per 10 pieces (2)

0.076.G0 45 golden ten bars in box, individual beads,
glass (3 boxes for each set)

0.077.G0 100 golden unit beads, individual beads,
glass, with holes

0.081.00 wooden tray with two unit cups (3 for each
set)

0.260.00 box with arithmetic signs

5.580.00 numerals 0 to 10, cut to size (2 for each set)
bowls, 2, for up to 50 beads

boxes, plastic, 2, for up to 50 beads

boxes, plastic, 2, for small number cards (5.580.00)

ribbons for division: 18 green bows, 9 blue bows, 9 red
bows

trays, 2 large, 9 small

G. The Stamp Game:

0.082.00 stamp game

5.583.00 stamp game paper 15 problems

Note: Choice of quadrille paper depends on manual skill
of each child. (Use small numeral cards from the
golden bead material if necessary until a child can
write the numerals easily and correctly.)

B. Large Bead Frame:

- 0.094.00 large bead frame
 - 0.132.A0 geometric hierarchy of number
 - 0.132.B0 geometric hierarchy number cards
 - 0.154.01 notation paper for the large bead frame (50 sheets)
- pencil, regular

C. Division with Racks and Tubes:

- 0.095.00 long division
 - 0.095.A0 division tube, plastic
 - 0.095.B0 100 green beads with plastic box
 - 0.095.B1 100 blue beads with plastic box
 - 0.095.B2 100 red beads with plastic box
 - 0.097.00 small skittles, per 100
- pencil, regular

D. Fractions:

- 0.097.00 small skittles per 100
- 0.114.00 fraction circles
- 0.114.A0 fraction circles stands
- 0.115.00 metal squares—9 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)
- 0.116.00 metal triangles—4 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)
- 5.605.00 fraction labels
- 5.606.00 fraction problems, series 1

- boxes, plastic, 3, for fraction labels
- boxes, plastic, 5, for fraction problems
- pencil, regular

E. Measurement:

1. Length:
 - English measure ruler
 - meter stick
 - metric ruler
 - yardstick
2. Liquid Volume:
 - English measure containers
3. Weight:
 - 9.124.00 10 weights in wooden storage box
 - 9.129.00 small wooden scale
 - bathroom scale in pounds
 - brass English-measure weights
4. Temperature:
 - thermometer in Fahrenheit
5. Clock:
 - 3.100.00 clock with movable hands
 - 3.101.01 clock exercises in box
 - clock with gears
 - ink pad
 - paper
 - rubber stamp of clock
6. Money:
 - money, real

Mathematics for the Elementary: Activities and Materials Overview

1. Introduction

- Great Lesson—The Story of Numbers charts (handmade)

2. Basic Math**A. Concepts and practice with concepts**

1. Decimal System
 - 0.069.A0 box for large number cards
 - 0.070.A0 box for small number cards
 - 0.070.C0 small number cards 1-3000, plastic
 - 0.071.C0 small number cards 1-9000, plastic
 - 0.072.C0 large number cards 1-9000, plastic
 - 0.074.10 wooden squares, per 10 pieces
 - 0.075.10 wooden cubes, per 10 pieces
 - 0.076.G0 45 golden bead ten bars in box, individual beads, glass
 - 0.077.G0 100 golden unit beads, individual beads, glass, with holes
 - 0.081.00 wooden tray with two unit cups
 - 0.082.00 stamp game
 - 5.583.00 stamp game paper 15 problems
 - 0.050.A0 dot exercise sheets, per 50
 - 0.093.00 small bead frame
 - 0.153.01 notation paper for the small bead frame (50 sheets)
 - 5.584.00 math function command cards

2. Counting

- 0.086.B0 set of printed arrows for the bead material with boxes
- 0.086.G0 bead material, individual beads, glass
- 0.157.00 control chart for the hundred board
- 0.180.00 hundred board
- 0.500.00 bead cabinet castors
- 1.640.00-1.644.00 carpets (1 of each or 5 of one color)
- 1.760.00 bead material cabinet
- 1.732.00 stand for 5 carpets

3. Early Work: Concepts, Properties, Numeration**A. Numbers to 1,000,000**

- 0.132.A0 geometric hierarchy of numbers
- 0.132.B0 geometric hierarchy of numbers cards
- card material (handmade) in long wicker basket

B. Commutative and Distributive Laws

- 0.070.A0 box for small number cards (2)
- 0.071.C0 small number cards 1-9000, plastic (2)
- 0.074.10 wooden square per 10 pieces (5)
- 0.075.10 wooden cube per 10 pieces (2)
- 0.076.G0 45 golden ten bars in box, individual beads, glass (3)

- 5.959.24 addition working charts problem slips
- c. Charts III, IV, V, VI (blank)
- 0.142.A0 addition working charts (finger charts, blank chart, box of answers)
- 0.146.00 addition equations and sums box
- 0.144.01 addition tables
- 0.280.G0 multiplication bead bar layout box, individual beads, glass
- 5.586.00 beginning math paper
- 5.959.24 addition working charts problem slips addition problems, other special cases, tables (handmade)
- parentheses (handmade)
- pencil
- quadrille paper
2. Subtraction
- a. Negative Snake
- 0.292.G0 elementary negative snake game, individual beads, glass
- felt mat
- b. Negative Strip Board
- 0.092.A0 subtraction strip board
- 0.143.01 subtraction tables
- 5.595.31 subtraction tables booklet 1
- 5.595.32 subtraction tables booklet 2
- 5.595.33 subtraction tables booklet 3
- 5.595.34 subtraction working charts problem slips
- pencil
- c. Subtraction Charts I and II
- 0.142.B0 subtraction working charts
- 0.143.01 subtraction tables
- 0.280.G0 multiplication bead bar layout box, individual beads, glass
- 5.586.00 beginning math paper
- 5.595.34 subtraction working charts problem slips
- pencil
- d. Subtraction Chart III (Blank)
- 0.142.B0 subtraction working charts
- 0.147.00 subtraction equations and differences box
3. Multiplication
- a. With Bead Bars
- 0.076.G0 45 golden ten bars in box, individual beads, glass
- 0.186.00 table of Pythagoras
- 0.191.00 decanomial paper
- 0.280.G0 multiplication bead bar layout box, individual beads, glass
- felt cloth, yellow
- numerical decanomial (handmade) in envelopes
- b. Multiplication Board
- 0.087.00 multiplication board set
- 0.142.C4 multiplication working charts
- 0.155.01 multiplication tables
- 5.595.41 multiplication tables booklet 1
- 5.595.42 multiplication tables booklet 2
- 5.595.43 multiplication tables booklet 3
- 5.595.44 multiplication work charts problem slips
- pencil
- c. Multiplication Charts III, IV and V (blank)
- 0.142.C4 multiplication working charts
- 0.148.00 box of multiplication equations and products
- 0.155.01 multiplication tables
- 0.157.A0 control chart for the Pythagoras board
- 0.181.00 Pythagoras board
- 5.586.00 beginning math paper
- 5.595.41 multiplication tables booklet 1
- 5.595.42 multiplication tables booklet 2
- 5.595.43 multiplication tables booklet 3
- 5.595.44 multiplication work charts problem slips parentheses (handmade)
- pencil
- tickets for changing 1st control chart to 2nd (handmade)
- quadrille paper
4. Division
- a. Unit Division Board
- 0.096.A0 unit division board
- 0.158.01 division tables
- 5.595.50 division tables per ream
- 5.595.51 division tables booklet
- 5.595.54 division working charts problem slips cup (to hold 81 beads)
- paper for dividend, divisor, quotient, remainder
- pencils:
- red
- regular
- b. Division Chart I and II
- 0.142.D1 division working charts
- 0.149.01 division equations and dividends box
- 0.158.01 division tables
- 5.595.50 division tables per ream
- 5.595.51 division tables booklet
- 5.595.54 division working charts problem slips
- pencil
- quadrille paper
- 4. Operations: First Work**
- A. Long Multiplication**
1. Large Bead Frame
- 0.094.00 large bead frame
- 0.154.01 notation paper for the large bead frame (50 sheets)
- pencils:
- red
- regular
2. Flat Bead Frame
- 0.099.00 flat bead frame
- 0.138.B0 number tiles
- 7.701.00 scissors with rounded point 10 cm
- OR
- 7.702.00 scissors with sharp point 13 cm
- 7.708.00 six-scissor storage block
- paper, regular
- pencil

0.077.G0 100 golden unit beads, individual beads,
glass (with holes) (2)

0.081.00 wooden tray with two unit cups (3)

0.086.G0 bead material, individual beads, glass (bead
squares)

0.095.B0 100 green beads with plastic box

0.095.B1 100 blue beads with plastic box

0.095.B2 100 red beads with plastic box

0.133.00 small square root board

0.134.01 patterns for square root

0.135.00 algebraic peg board

0.136.00 pegs for algebraic peg board

0.138.G0 number tiles

0.260.00 box with arithmetic signs

1.760.00 bead material cabinet

5.604.00 one hundred circle paper
felt mat
graph paper
pencils:
colored
regular
rubber bands, colored
tickets, blank

B. Cubing

0.086.G0 bead material, individual beads, glass

0.131.00 binomial cube

0.132.00 trinomial cube

0.138.G0 checker board beads, individual beads, glass

0.187.00 arithmetic trinomial cube

0.189.00 cubing material

1.760.00 bead material cabinet
felt mat
paper
pencil
tickets, blank, or strips of paper and scissors
tickets/labels (handmade)

C. Square Root

0.074.10 wooden square, per 10 pieces

0.076.G0 45 golden ten bars in box, individual beads,
glass

0.077.G0 100 golden unit beads, individual beads,
glass (with holes)

0.086.G0 bead material, individual beads, glass

0.095.B0 100 green beads with plastic box

0.133.00 small square root board

0.134.01 patterns for square root

0.135.00 peg board

0.136.00 pegs for algebraic peg board

1.760.00 bead material cabinet
chart for square root (handmade)
cup for the green beads
felt mat
paper:
thin strips in container
regular
pencil

D. Cube Root

0.187.00 arithmetic trinomial cube

0.188.A0 volume box with 250 cubes

0.189.00 cubing material

0.192.00 volume box with 1000 cubes
chart for cube root (handmade)
felt mat
paper
pencil

8. Negative Numbers

0.097.00 small skittles per 100

0.280.G0 multiplication bead bar layout box, individual
beads, glass

0.292.G0 elementary negative snake game, individual
beads, glass
cups, plastic, labeled with the negative sign
felt mat
paper
parentheses (handmade) in container
pencil
tickets, blank, or white strips of paper and scissors in
long wicker basket

9. Powers of Numbers

0.130.00 power of two cube

0.132.A0 geometric hierarchy of numbers

0.189.00 cubing material

0.192.00 volume box with 1000 cubes
problem tickets (handmade)
strips from the decimal board (handmade)
tickets, blank, or white strips of paper and scissors in
long wicker basket

10. Other Base Systems

0.086.G0 bead material, individual beads, glass (bead
squares and cubes)

0.095.B0 100 green beads with plastic box

0.280.G0 multiplication bead bar layout box, individual
beads, glass

1.760.00 bead material cabinet
boards for other base systems, 2 (handmade)

11. Word Problems

This section includes word problems that are not
included in other areas of the mathematics
curriculum.

A. Distance, Velocity, Time

labels/tickets (handmade) in container

B. Percent, Interest

0.074.10 wooden square per 10 pieces (5)

0.075.10 wooden cube per 10 pieces (2)

0.076.G0 45 golden ten bars in box, individual beads,
glass

0.077.G0 100 golden unit beads, individual beads,
glass (with holes) (2)

0.081.00 wooden tray with two unit cups (3)

0.097.00 small skittles per 100 (green)
bowl (to hold up to 100 unit beads)
chalk

C. Movable Alphabet

- 0.058.00 wooden boards
- 0.059.A3 large movable alphabet, print
- 0.059.A4 large movable alphabet, cursive
- 0.059.C1 box for the large movable alphabet, cursive
- 0.059.C3 box for the large movable alphabet, print
- 1.640.00-1.644.00 carpets in 5 colors
- 1.732.00 stand for 5 carpets
- OR
- 1.731.00 stand for 3 carpets

D. Metal Insets

- 0.046.00 metal insets
- 0.047.00 metal insets stands
- 1.730.00 wall frame for metal insets
- 5.679.00 inset paper bulk white, 6 reams
- 7.023.00 paper box for 14 x 14 cm paper (5.5" x 5.5")
- 7.201.00 11 dozen inset pencils (11 colors)
- 7.202.00 dozen red inset pencils
- 7.203.00 dozen dark blue inset pencils
- 7.204.00 dozen dark green inset pencils
- 7.211.00 dozen black inset pencils
- 7.304.00 holder for 3 pencils
- 7.305.00 set of 11 colored pencil holders
- 9.157.00 rubber desktop pad 5.5" x 5.5" (14 x 14 cm)
(backing for metal inset paper)
- cardboard or posterboard cut to same size as metal inset frame
- supply of paper in pastel colors 5.5" x 5.5"
- trays

E. Small Metal Insets:

- 0.115.00 metal squares—9 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)
- 0.116.00 metal triangles—4 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)

- compass
- paper, 8.5" x 11"
- pencils:
 - colored
 - regular
- protractor
- ruler

F. Handwriting:

- 0.054.A0 box for the sandpaper letters
- 0.054.B4 sandpaper letters, cursive
- 0.059.A4 large movable alphabet, cursive, without box
- 0.059.C1 box for the large movable alphabet, cursive
- 0.066.00 blank greenboard
- 0.067.00 greenboard, with lines and squares
- 0.068.00 greenboard, double lined/squares
- 1.735.00 stand for greenboards
- 5.660.00-5.665.00 writing paper blue lined
- 5.668.00-5.669.00 writing paper green lined
- chalkboard, preferably at a slant, on the wall
- double sandpaper letters
- pencils

- sandpaper letters grouped according to similarity of beginning stroke on a green-lined background which shows placement on a line

3. Reading I**A. Phonetic Object Game**

- box containing objects whose names are phonetic (change regularly) (available from Montessori Services; see Appendix 4 for contact information)
- box containing printed tickets for the objects object box labels
- pencil
- slips of paper

B. Phonetic Reading

- 5.633.00 phonetic flash cards
- 5.634.00 phonetic pictures and labels
- 5.635.00 phonetic reading cards
- 5.649.10 first books

C. Phonograms

- 5.637.00 phonogram booklets
- 5.638.00 phonogram cards
- 5.639.00 key spelling sorting cards
- 5.649.10 first books
- 0.060.A3 small movable alphabet, red, print
- 0.060.A5 small movable alphabet, blue, print
- 0.060.A7 small movable alphabet, black, print
- 0.060.C2 box for the small movable alphabets (3) box for labels
- box of phonetic objects with one not-phonetic object
- object box labels
- pencil
- slips of paper

4. Reading II**A. Word Study**

- charts with printed lists of words:
 1. suffixes
 2. prefixes
 3. word families
 4. compound words
- movable alphabets, two small, each a different color

B. Puzzle Words

- 0.060.A7 small movable alphabet, black, print
- 0.060.C2 box for the small movable alphabet
- 5.648.00 puzzle words
- boxes or baskets

C. Reading Classification

- 5.634.00 phonetic pictures and labels
- 5.659.00 positive, comparative, superlative labels for Montessori apparatus
- labels for indoor environment

D. First Books

- 5.649.10 first books
- 5.650.00 easy reading booklets
- 5.651.00 illustrated poems

C. Simple Sentences with Extensions

0.108.01 reading/sentence analysis set
two sets of printed sentences (1 for control) (handmade)

D. Simple Sentences—Attributes and Appositives

0.108.01 reading/sentence analysis set
two sets of printed sentences (1 for control) (handmade)

Language for the Elementary: Activities and Materials Overview

1. History of Language

A. Written Language

Great Lesson: The Story of Communication in Signs.
Includes pre-alphabetical signs, the alphabet,
development of different "hands," development of the
printing press, etc.
charts (handmade)
other materials at teacher's discretion and choice

B. Spoken Language

1. Theories of the beginning of speech (in story form)
2. The development of languages throughout the ages
to present-day English
charts (handmade)

2. Basic Language

A. Phonetic Words

5.633.00 phonetic flash cards
5.634.00 phonetic pictures and labels, print (group into
classified sets)
5.635.00 phonetic reading cards

B. Phonograms

5.637.00 phonogram booklets
5.638.00 phonogram cards
5.639.00 key spelling sorting cards

C. Puzzle Words

5.648.00 puzzle words

D. Early Reading

5.649.10 first books
5.650.00 easy reading booklets
5.651.00 illustrated poems
5.653.00 simple commands set 1
5.654.00 simple commands set 2
labels for Montessori apparatus
labels for the indoor environment

3. Grammar and Syntax

A. Word Study

1. Affixes

a. Suffixes

0.060.A3 small movable alphabet, red, print
0.060.A5 small movable alphabet, blue, print
0.060.A7 small movable alphabet, black, print
0.060.C2 box for the small movable alphabet (3)
7.201.00 11 dozen inset pencils (11 colors)
7.304.00 holders for 3 pencils
7.305.00 set of 11 colored pencil holders
charts (handmade)
colored inks

dictionaries

grammar books—for upper elementary work

b. Prefixes

0.060.A3 small movable alphabet, red, print
0.060.A5 small movable alphabet, blue, print
0.060.A7 small movable alphabet, black, print
0.060.C2 box for the small movable alphabet (3)
7.201.00 11 dozen inset pencils (11 colors)
7.304.00 holders for 3 pencils
7.305.00 set of 11 colored pencil holders
chart (handmade)
colored inks
dictionaries
grammar books—for upper elementary work

2. Compound Words

0.060.A3 small movable alphabet, red, print
0.060.A5 small movable alphabet, blue, print
0.060.A7 small movable alphabet, black, print
0.060.C2 box for the small movable alphabet (3)
7.201.00 11 dozen inset pencils (11 colors)
7.304.00 holders for 3 pencils
7.305.00 set of 11 colored pencil holders
chart (handmade)
collection of objects (i.e., different types of boxes)
colored inks
dictionaries
grammar books—for upper elementary work

3. Word Families

0.060.A3 small movable alphabet, red, print
0.060.A5 small movable alphabet, blue, print
0.060.A7 small movable alphabet, black, print
0.060.C2 box for the small movable alphabet (3)
7.201.00 11 dozen inset pencils (11 colors)
7.304.00 holders for 3 pencils
7.305.00 set of 11 colored pencil holders
chart (handmade)
colored inks
dictionaries
grammar books—for upper elementary work

4. Synonyms (after verb grammar box)

verb command cards

5. Antonyms

6. Homonyms

7. Possessives

8. Contractions

9. Abbreviations

B. Parts of Speech

General plan of work includes: oral commands,
grammar boxes, printed commands, classification
charts and work, more details about grammar,
composition, research, grammar books. Note that the

- 0.110.00 plastic grammar symbols in box (for work with grammar boxes)
- 0.111.00 paper grammar symbols, replacement set (for children's own work)
- 0.112.50 paper grammar symbols in box

C. Reading Analysis

General materials for sentence analysis include:

- 0.108.01 reading/sentence analysis set
- 0.108.B1 reading analysis working chart

1. Simple Sentences

- 0.108.01 reading/sentence analysis set (box two and box three)

- 0.108.B1 reading analysis working chart
- grammar books

2. Compound Sentences

- paper
- pencils (regular and red)
- scissors
- small labels (handmade)

3. Complex Sentences

- analysis chart B (handmade)
- analysis chart C (handmade)
- clause boxes 1 and 2 (handmade)
- paper
- pencil
- scissors
- small labels (handmade)

4. Written Language (Composition)

A. Free Expression

1. Imaginative
2. Factual (history, geography, biology, music, art, etc.)
3. Descriptive

B. Practice

1. Form and Content
2. Punctuation
3. Spelling
4. Capitalization
5. Handwriting
 - 0.046.00 metal insets
 - 0.047.00 metal inset stands
 - 0.066.00 blank greenboards
 - 0.067.00 greenboards with lines and squares
 - 0.068.00 greenboards, double lined/squares
 - 1.735.00 stand for greenboards
 - 5.660.00 writing paper blue lined, 2" x 8.5"
 - 5.661.00 writing paper blue lined, 4" x 8.5"
 - 5.662.00 writing paper blue lined, 4.25" x 5.5"
 - 5.663.00 writing paper blue lined, 2.75" x 7"
 - 5.664.00 writing paper blue lined, 7" x 8.5"
 - 5.665.00 writing paper blue lined, 8.5" x 11"
 - 5.668.00 writing paper green lined, 7" x 8.5"
 - 5.669.00 writing paper green lined, 8.5" x 11"
 - 5.679.00 inset paper bulk 6 reams
 - 7.023.00 box for 14 x 14 cm (5.5" x 5.5") paper
 - 7.201.00 11 dozen inset pencils, 11 colors
 - 7.202.00 dozen red inset pencils
 - 7.203.00 dozen dark blue inset pencils

- 7.204.00 dozen dark green inset pencils
- 7.211.00 dozen black inset pencils
- 7.304.00 holder for 3 pencils
- 7.305.00 set of 11 colored pencil holders
- colored inks
- feather quills
- ink blotter, small
- pencils, regular
- pen holders and nibs
- pen wipers
- pens

6. Illustration and Decoration

C. Functional Cursive Writing

D. Taking Notes

E. Written Reports

F. Letter Writing

G. Diary

H. Journal

I. Poetry

J. Drama

K. Dialogue

- 0.061.T0 printed alphabet, blue, print
- 0.061.T2 printed alphabet, red, print
- 0.061.C1 box for the printed alphabet, print (2)

L. Essay

M. Biography

N. Autobiography

O. Editing

5. Spoken Language

A. Speeches

B. Debates

C. Discussion

D. Reports

E. Recitation

F. Dialogue

G. Drama

6. Literature

A. Articles and Books—read by the children silently

1. Class library
2. Public library

B. Stories and Poetry Read by the Teacher

C. Biographies of Writers

D. Literature Time Lines

2. The Linear Measurement of Time**A. The Clock**

3.100.00 clock with movable hands

3.101.01 clock exercise in box

3.150.00 solaris

globe

paper:

5.5" x 5.5"

roll (adding machine tape)

pencils:

colored

regular

rubber stamp of clock

wooden materials for telling time (overlaps with preschool)

B. Days of the Week

5.541.00 naming days and months

C. Months of the Year

5.541.00 naming days and months

calendar, blank (17" x 22")

blank calendar sheets in three sizes, one page per day

light source

twelve months on one long strip (handmade)

twelve individual months (handmade)

D. Class Diary

calendar, blank (17" x 22")

paper

pencil

E. History of Children's Names

books that give history and meaning of names such as

"What to Name the Baby"

tickets (handmade)

F. Personal Timelines

glue

paper:

blank

large sheets

one-inch strips cut from lined paper

pencils

photographs

quadrille paper

G. The B.C. and A.D. Timeline

adding machine tape

pencils:

colored

regular

symbol for division between B.C. & A.D. (or B.C.E. & C.E.)

3. Pre-History**A. The Hand Chart**

artifacts

strip, black (handmade)

B. The First Timeline of Human Beings

artifacts

books

pictures

C. Fundamental Needs Charts

impressionistic charts

nomenclature materials (handmade)

D. Second Timeline of Human Beings

artifacts

E. History Question Charts

card material for one culture (handmade)

charts

4. Written History**A. The Growth of Culture**

impressionistic charts (migration charts)

pictures

B. Study of Other Civilizations

artifacts

C. Study of Child's Own Civilization

American history timeline

blank chart

full chart

movable pieces

artifacts

black strip (handmade)

cards for history question charts

Original Americans chart (handmade)

Geography for the Preschool: Activities and Materials Overview**1. Land and Water Forms****A. Sandpaper Globe**

0.230.00 globe of land and water

B. Land and Water Form Models

developing trays, 5" x 7"

drying cloth

food coloring, blue

spoon

pitcher

clay or plasticine

oilcloth

C. Land and Water Form Cards

5.500.00 land and water forms, cards

D. Land and Water Form Pictures

picture collections:

islands

lakes

compass labels
earth labels

C. Geography Pictures

geography folders for each continent
artifacts from different continents and countries

D. Wooden Maps with Flags

0.179.01 four maps of Europe
0.238.00 four maps of North America
0.239.00 four maps of South America

E. Flags

0.232.00 flag stand of Asia
0.233.00 flag stand of Europe
0.233.A0 flag stand of North and South America
0.233.B0 flag stand of Africa

5.538.00 parts of the flag matching cards
5.539.00 flag paper
5.540.00 parts of the flag descriptions

3. Miscellaneous

A. Days and Months

5.541.00 naming days and months
names of the months (large set for birthday celebrations)

B. Directions

compass directions

C. Hemispheres

earth labels

D. Rainy day indoor recess activity

5.535.00 U.S.A. location color set

Geography for the Elementary: Activities and Materials Overview

1. Preliminary Exercises

(Many of these exercises overlap with the preschool geography, while others are more advanced.)

- 0.105.B0 command box in a natural finish:
for command cards (5.502.00, 5.504.00)
for parts of the flag (5.538.00, 5.540.00)
- 0.171.01 cabinet of the USA
0.173.01 cabinet of the world parts
0.174.A0 extra flags, yellow
0.174.A1 extra flags, red
0.174.A2 extra flags, green
0.174.A3 extra flags, blue
0.174.A4 extra flags, white
0.177.00 puzzle map of the world parts
0.236.00 puzzle map of USA
0.195.01 clear plastic envelopes (4) (for 5.500.00,
5.501.00)
- 0.195.B0 box for the first set of botany cards (use for
land and water forms, cards)
- 0.230.00 globe of land and water
0.231.00 globe of the world parts
0.232.00 flag stand of Asia
0.233.00 flag stand of Europe
0.233.A0 flag stand of North and South America
0.233.B0 flag stand of Africa
1.626.00 cabinet for paper maps (4)
2.000.00 flag puzzle of the Americas
3.832.00 flag puzzle of Europe
5.500.00 land and water forms, cards
5.501.00 land and water forms, descriptions
5.502.00 land and water forms, command cards 1
5.503.00 land and water forms, labels
5.504.00 land and water forms, command cards 2
5.508.00 world maps 11" x 17"—outlines only
5.509.00 world maps 11" x 17"—political boundaries
5.510.00 world maps 11" x 17"—political with lakes
5.511.00 hemisphere maps and labels set
5.512.00 world unlabeled control map
5.512.10 world labeled control map
5.514.00 Africa outline
5.515.00 Africa waterways
5.516.00 Africa political
5.517.00 Asia outline
5.518.00 Asia waterways
5.519.00 Asia political
5.520.00 Australia outline
5.521.00 Australia waterways
5.522.00 Australia political
5.523.00 Europe outline
5.524.00 Europe waterways
5.525.00 Europe political
5.526.00 North America outline
5.527.00 North America waterways
5.528.00 North America political
5.529.00 South America outline
5.530.00 South America waterways
5.531.00 South America political
5.532.00 U.S.A. map outline
5.533.00 U.S.A. map waterways
5.534.00 U.S.A. map—state boundaries
5.535.00 U.S.A. location color set
5.538.00 parts of the flag matching cards
5.539.00 flag paper
5.540.00 parts of the flag descriptions
5.541.00 naming days and months
5.550.00 United States labeled control map
5.572.40 Europe country/capitals set
5.572.50 North America country/capitals set
5.572.70 US states/capitals set

2. The Beginning

Note: Materials for a particular exercise are not set up on their own individual tray in the elementary class. Rather, the children have to think through and get all the materials they need from the supply that is kept on a shelf. Chemicals are locked in a closet and are taken out only under the direction of the teacher. The

D. Attraction of the Earth and Gravity

bowl, large glass
bricks
cork
honey
magnet, strong
marbles
objects, various:
 some magnetic (some heavy)
 some non-magnetic
oil
paper clips
ping pong balls
sand, clean
test tubes, Pyrex™
trays
water
wood, thin board

E. Composition of the Earth

chart, impressionistic (handmade)
honey or molasses
iron weight
oil
magnet, large
paper, black
test tubes, Pyrex™
water
yardstick

4. Sun and Earth*A. Rotation of the Earth and Its Effects*

0.230.00 globe of land and water
charts, impressionistic (handmade)
clock symbols
lamp with bulb, no shade
paper, narrow strip
twelve black strips
twelve white strips
weight, tied to a string

B. Perpendicular and Oblique Rays

chalk, white
charts, impressionistic (handmade)
clay:
 flat rectangle
 sphere
flashlight
magnifying glass
paper:
 black
 white
toothpicks

C. Solstices and Seasons

0.230.00 globe of land and water
charts, impressionistic (handmade)
clay:
 sphere
 small piece

globe, large
knitting needle
labels, handmade
lamp with bulb, no shade
paper, strips:
 blue
 brown
 green
 pink
 red
 white
pin, straight, with colored head
suns, handmade

D. Protection of the Atmosphere and the Rains

bowl, large glass
Bunsen burner, hot plate, or Sterno™ stove
charts, impressionistic (handmade)
hair dryer
pad, heatproof
pitcher, small
saucepan, small
saucer
spoon, metal
tray
water

5. The Work of Air*A. Winds*

candle, small
charts, impressionistic (handmade)
clay
flask, glass, with rubber or cork stopper with hole
funnel, glass
incense, stick
matches
paper circles
paper spirals
pencils
pin, stick
pitcher, small
pole in metal base
tray
tube, cardboard, with rectangular piece cut from one
 end
water

B. Effect of Heat on Land

bowls, Pyrex™
charts, impressionistic (handmade)
clock, watch, or oven timer
hot pads
mat, heat proof
metal covering plate for stove
refrigerator
sand
Sterno™ stove
thermometers
tongs
tray
water

products, natural resources, and raw materials stamps
scissors
stamp pad, inked

B. Imports and Exports

The following maps are used to make examples:

5.508.00 world 11" x 17"—outlines only
charts, impressionistic (handmade)

C. Interdependencies

0.105.B0 command box in a natural finish (3)
card material, 6 sets (handmade)
paper, large sheets, white
pencils, colored
pot, small

8. Nomenclature

A. Mountains

0.195.01 clear plastic envelopes
0.195.B0 box for the first set of botany cards (use for
mountain cards)
5.508.00 world map 11" x 17"
5.514.00 Africa outline
5.517.00 Asia outline
5.520.00 Australia outline
5.523.00 Europe outline
5.526.00 North America outline
5.529.00 South America outline
5.532.00 U.S.A. map outline
clay
glue

labels (handmade)
nomenclature materials (handmade)
paper, heavy, for making models of mountains
paper, strips
pencils, colored
plywood
scissors
toothpicks
water
watering can

B. Rivers

0.195.01 clear plastic envelopes
0.195.B0 box for the first set of botany cards (use for
river cards)
nomenclature materials (handmade)
other materials from "Work of Water" (see above)

C. Coastlines

0.195.01 clear plastic envelopes
0.195.B0 box for the first set of botany cards (use for
coastline cards)
nomenclature materials (handmade)

D. Inland Land Formations

0.195.01 clear plastic envelopes
0.195.B0 box for the first set of botany cards (use for
land formations cards)
nomenclature materials (handmade)

9. Experiments

cards, experiments (handmade)
file boxes for 5" x 8" experiment cards

Biology for the Preschool: Activities and Materials Overview

1. Botany

A. Familiarization—caring for live plants in the environment

5.662.00 writing paper blue lined 4.25" x 5.5"
5.665.00 writing paper blue lined 8.5" x 11"
5.669.00 writing paper green lined 8.5" x 11"
Note: all of the above paper may be used for drawing
successive stages of plant growth

fertilizer
garden soil
light source
mister
peat
pebbles
plants, live
pottery
saucers or pans on which to set plant pots
stand(s) for plants
vermiculite
water
watering can

B. Needs of Plants

cotton, sterile
garden soil

labels (handmade)
trays
saucers with cotton
seeds
water
watering can

C. Plant Stories

folders with pockets (different folder for each plant)
labels (handmade)
pictures (find and mount)
text for pictures (handmade)
Who am I? sets (handmade)

D. The Leaf

0.041.00 botany cabinet
0.043.00 leaf cards
0.044.00 leaf cards cabinet
5.627.00 botany cabinet matching cards
5.628.00 botany cabinet control chart
5.629.00 parts of a leaf
botany cabinet labels
leaf specimens
magnifying glass
plants, live
tray
water

leaf specimens
 microscope
 nomenclature materials—see J below (handmade)
 plant, aquatic
 plants, live
 test tube holders
 test tubes, glass
 tray
 water

D. The Root and Its Functions

basket, wire
 blotter paper
 bowl
 charts, impressionistic (handmade)
 corkboard
 flower pot, tapered
 garden soil
 jars, glass:
 small
 tall
 magnifying glass
 moss, sphagnum
 nomenclature materials—see J below (handmade)
 pan, glass
 paper, black
 pencil
 pictures, different types of roots
 pins, push
 root specimens
 rubber bands
 sand
 seedling
 seeds: corn, bean, etc.
 stone
 string
 test tube holders
 test tubes, glass
 toothpick
 water

E. The Stem and Its Functions

celery
 charts, impressionistic (handmade)
 food coloring
 jar
 nomenclature materials—see J below (handmade)
 seeds
 specimens: bark, stems, cross section of tree trunk
 tissue
 water

F. The Flower

5.630.00 Parts of a flower (overlaps with preschool)
 chart, impressionistic (handmade)
 nomenclature materials—see J below (handmade)
 paper:
 black
 long strips and scissors
 plain white

pencil
 razor blade, single edged or scalpel
 specimens: butterfly, bee, flowers
 tweezers

G. Fruit

nomenclature materials—see J below (handmade)
 nutcracker
 paper:
 black
 long strips and scissors
 plain white
 paring knife
 pencil
 razor blade, single edged or scalpel
 specimens: variety of fruits
 tweezers

H. Seeds

charts, impressionistic (handmade)
 nomenclature materials—see J below (handmade)
 paper:
 black
 long strips and scissors
 plain white
 pencil
 razor blade, single edged, or scalpel
 specimens: variety of seeds
 tweezers

I. Botany Experiments

experiment cards (handmade)
 file boxes, large (3)

J. Nomenclature materials

0.195.00 first set botany cards
 0.195.A1 name cards for first set of botany cards
 0.195.B0 box for the first set of botany cards
 0.196.00 second set botany cards
 0.196.A1 name cards for second set of botany cards
 0.196.B0 box for the second set of botany cards
 0.197.00 third set botany cards
 0.197.A1 name cards for third set of botany cards
 0.197.B0 box for the third set of botany cards
 definitions, descriptions (handmade)

K. Classification Chart 1

chart (handmade)
 labels (handmade)

L. Classification Material—Kingdom Vegetalia

branches (handmade)
 chart (handmade)
 envelopes, nesting
 labels (handmade)
 pictures (handmade or found and mounted)
 specimens: lichen, ferns, mushrooms, moss, algae, etc.
 text (handmade)

M. Botany books for additional research

Music in the Preschool: Activities and Materials Overview

0.063.A0	bells set	0.064.00	bell music strip boards
0.063.B0	bells keyboards (2)	1.715.01	side panels for bell/tone bar cabinet
0.063.C0	bells staff board (1)	1.715.02	top & legs for bell/tone bar cabinet
0.063.D0	bells staff boards (2)	5.350.00	<i>Montessori Music: A Guide to Using the Bells</i>
0.063.E1	bells music signs and notes	5.342.00	<i>Children's Songs</i> , by Sanford Jones
0.063.F0	bell mallet (3)	5.344.00	<i>Folk Songs</i> , by Sanford Jones
0.063.G0	bell damper (3)		

Music in the Elementary: Activities and Materials Overview

0.063.A0	bells set	0.100.A1	tone bar keyboards
0.063.B0	bells keyboards (2)	0.100.A2	tone bar mallet (5)
0.063.C0	bells staff board (1)	1.715.01	side panels for bell/tone bar cabinet (2) (use one for the bells)
0.063.D0	bells staff boards (2)	1.715.02	top & legs for bell/tone bar cabinet (2) (use one for the bells)
0.063.E1	bells music signs and notes		
0.063.F0	bell mallet (3)		
0.063.G0	bell damper (3)		
0.064.00	bell music strip boards		
5.350.00	<i>Montessori Music: A Guide to Using the Bells</i>		
5.342.00	<i>Children's Songs</i> , by Sanford Jones		
5.344.00	<i>Folk Songs</i> , by Sanford Jones		
0.100.A0	tone bars set with two mallets		

Additional information on Montessori music is available in the doctoral dissertation *The Montessori Music Curriculum for Children up to Six Years of Age*, by Jean Karen Miller. Many of the activities it describes are appropriate for the elementary-age child as well. It may be obtained from University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (telephone 800-521-0600) or 18 Bedford Row, London, WC1R 4EJ, England. Order number 8109598.

The Prepared Environment at the Infant/Toddler Level

Courtesy of Judi Orion

The Nido

The Nido (Italian for “nest”) environment provides quality care for a maximum of nine infants, ages two months to fourteen months. The carefully prepared Montessori environment presents a homelike setting in which the children are assisted in their developmental process by stimulation of the five senses, encouragement of gross and fine motor control, and introduction of self-help skills at an individual pace.

The Nido area consists of a large classroom with a wood or tile floor. The large space includes a built-in multi-level area for movement, a carpeted area with mats or futons where the children may sleep, a changing area with a large sink, a nursing area, a restroom, and a combination kitchen/dining area. Materials found in the Nido classroom are mirrors, a couch and rocking chair, weaning table and chair, kiosks, a foam mat and futon mattress, and one or two shelf units. Outdoors, just outside the classroom, is a small garden with a play area and play equipment (a swing, pipes and tubes, and a walking bar). The Nido is lovingly nurtured by a trained and certified Montessori teacher and two to three assistants.

The Infant Community

Children leave the Nido and enter the Infant Community (sometimes called Toddler Community or Young Children's Community) at approximately twelve to fifteen months of age, or when they are securely walking. As in the Nido, the Montessori environment is carefully prepared to aid the toddler in achieving independence. Social interaction with other children, development of language skills, cooking, music, and movement activities are stressed.

The Infant Community consists of a large living room area, a movement area, bathrooms, a kitchen for cooking, a dining area, storage areas, office work room, and a lounge and conference room. Outside the classroom is a small garden area where the children plant and tend seeds and where they may play. Materials include a climbing structure, sandbox, some wheeled toys, a balance beam, and a little playhouse. The Infant Community has one Montessori teacher and one assistant in a class of twelve children.

Activities and Materials Overview

Furniture:

- Cubbies or Lockers
- Changing Table
- Slatted Chairs
- Tables: Square, Circular, Rectangular
- Stools
- Bench
- Shelves
- Beds

Aids for Crawling, Pulling Up, and Walking:

- Various Carts
- The Outdoor Stair
- Slide
- Small Climbing Dome
- Cube with Curtain

Aids for Development of Eye-Hand Coordination:

Infilare:

- Peg Box
- Cubes on Vertical Dowel
- Discs on Horizontal Dowel
- Three Pegs with Small Rings
- Bead Stringing

Imbucare:

- Mail Box
- Slotted Box with Chips

Sorting

- Basket of Containers

Puzzles

Aids to Coordination of Movement for Opening and

Closing:

- Wooden Box with Sliding Lid
- Box with Bins
- Latches

Materials for Refinement of Hand Movements:

- Sewing
- Gluing
- Use of Scissors

Folding

- Spooning

Materials for the Refinement of the Stereognostic Sense:

- Classified Fishing Bag
- General Fishing Bag

Language:

- Nomenclature Objects
- Objects with Matching Cards
- Nomenclature Cards
- Books

Music and Movement:

- Singing
- Musical Instruments
- Movement Games

Art:

- Paper Tearing
- Scribbling
- Easel, Chalk
- Easel, Painting
- Clay
- Watercolor Painting

Exercises of Practical Life:

Care of the Person:

- Undressing, Dressing, and Sorting Clothes
- Handwashing as an Exercise
- Handwashing in the Bathroom
- Brushing Hair
- Wiping the Nose
- Cleaning Shoes
- Polishing Shoes
- Brushing Teeth

Dressing Frames:

- Velcro™
- Zipper
- Large Button
- Snaps

Class Inventories & Order Summaries

Following are lists of materials for the preschool and elementary levels in two different formats. First are classroom inventories arranged by curriculum area, including Montessori apparatus (with Nienhuis order numbers), curriculum support materials (with Nienhuis order numbers), other purchased materials, and handmade materials. Because they are arranged by curriculum area, they contain some duplication (e.g., the bells are used in the preschool as both sensorial and music materials and therefore appear on the lists for both of these curriculum areas, but a classroom does not need to contain two sets of bells).

Summary inventories of Montessori apparatus and curriculum support materials, without duplication, appear after the inventories by curriculum area, for ease of ordering.

Preschool Class Inventory by Curriculum Area

Montessori Apparatus

Practical Life

0.001.00	buttoning frame with small buttons	0.012.00	Velcro™ closure frame
0.002.00	buttoning frame with large buttons	1.632.00	dressing frames stand
0.003.00	bow tying frame	1.640.00	rose carpet (2)
0.004.00	lacing frame	1.641.00	green carpet (2)
0.005.00	hook and eye frame	1.642.00	blue carpet (2)
0.006.00	safety pin frame	1.643.00	gray carpet (2)
0.007.00	snapping frame	1.644.00	beige carpet (2)
0.008.00	zipping frame	1.727.00	the complete practical life stand
0.009.00	buckling frame	1.731.00	stand for 3 carpets (3)
0.010.00	shoe buttoning frame	OR	
0.011.00	shoe lacing frame	1.732.00	stand for 5 carpets (2)

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0.068.00	greenboard, double lined/squares—2	0.116.00	metal triangles—4 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)
0.108.01	reading/sentence analysis set	0.249.00	the farm
0.108.A1	reading analysis, first chart and box	1.640.00-1.644.00	carpets in 5 colors (2 of each color)
0.110.A0	noun symbol, plastic	1.725.00	farm table
0.110.B0	article symbol, plastic	1.730.00	wall frame for metal insets
0.110.C0	adjective symbol, plastic	1.735.00	stand for greenboards
0.110.E0	verb symbol, plastic	1.732.00	stand for 5 carpets (2)
0.110.F0	preposition symbol, plastic	OR	
0.110.G0	adverb symbol, plastic	1.731.00	stand for 3 carpets (3)
0.110.I0	conjunction symbol, plastic	7.023.00	paper box for 14 x 14 cm paper (5.5" x 5.5") (2)
0.111.A0	noun symbol, paper (5)	7.201.00	11 dozen inset pencils (11 colors) (3)
0.111.B0	article symbol, paper (5)	7.202.00	dozen red inset pencils (5)
0.111.C0	adjective symbol, paper (5)	7.203.00	dozen dark blue inset pencils (5)
0.111.E0	verb symbol, paper (5)	7.204.00	dozen dark green inset pencils (5)
0.111.F0	preposition symbol, paper (3)	7.211.00	dozen black inset pencils (5)
0.111.G0	adverb symbol, paper (3)	7.304.00	holder for 3 pencils (5)
0.111.I0	conjunction symbol, paper (5)	7.305.00	set of 11 colored pencil holders
0.112.A0	grammar symbols box, 10 compartments (2)	7.701.00	scissors with rounded point 10 cm (12)
0.115.00	metal squares—9 plates (may be displayed on a classroom shelf or on 0.114.A0—order one set for this)	7.708.00	six-scissor storage block (2)
		9.157.00	rubber desktop pad 5.5" x 5.5" (14 x 14 cm) (5) (backing for metal inset paper)

Mathematics

0.027.00	number rods	0.086.G0	bead material, individual beads, glass
0.028.13	sandpaper numerals, USA style, print	0.087.00	multiplication board set
0.028.A0	sandpaper numerals box	0.092.00	addition strip board
0.030.03	teen boards, USA style, print	0.092.A0	subtraction strip board
0.030.AG	teen bead box, individual beads, glass (2)	0.093.00	small bead frame (3)
0.031.03	tens boards, USA style, print	0.094.00	large bead frame (2)
0.031.AG	tens bead box, individual beads, glass	0.095.00	long division
0.032.03	spindle boxes, USA style, print	0.095.A0	division tubes plastic (10)
0.032.10	spindles, individual, per 10	0.095.B0	100 green beads with plastic box (2)
0.032.B0	loose spindles box	0.095.B1	100 blue beads with plastic box
0.033.03	printed numerals, USA style, print (3)	0.095.B2	100 red beads with plastic box
0.033.A0	printed numerals box (2)	0.096.A0	unit division board
0.034.01	red counters, (100)	0.097.00	small skittles per 100
0.050.01	dot exercise, framed board	0.114.00	fraction circles
AND/OR		0.114.A0	fraction circles stands (1 set for the fraction circles, one set for 0.115.00, and one set for 0.116.00)
0.050.50	dot exercise, laminated board	0.115.00	metal squares—9 plates
AND/OR		0.116.00	metal triangles—4 plates
0.050.A0	dot exercise sheets	0.132.A0	geometric hierarchy of number
0.050.54	water-based pens, black, per 10	0.132.B0	geometric hierarchy number cards
0.069.A0	box for large number cards (4)	0.142.A0	addition working charts
0.069.C0	large number cards 1-1000, plastic	0.142.B0	subtraction working charts
0.070.A0	box for small number cards (4 or 8)	0.142.C4	multiplication working charts
0.070.C0	small number cards 1-3000, plastic (3 or 6)	0.142.D1	division working charts
0.071.C0	small number cards 1-9000, plastic (1 or 2)	0.143.01	subtraction tables
0.072.C0	large number cards 1-9000, plastic (1 or 2)	0.144.01	addition tables
0.074.10	wooden square, per 10 pieces (5 or 10)	0.146.00	addition equations and sums box
0.075.10	wooden cube, per 10 pieces (2 or 4)	0.147.00	subtraction equations and differences box
0.076.G0	45 golden ten bars in box, individual beads, glass (3)	0.148.00	box of multiplication equations and products
0.077.G0	100 golden unit beads, individual beads, glass (with holes) (3)	0.149.01	division equations and dividends box
0.081.00	wooden tray with two unit cups (10)	0.153.01	notation paper for the small bead frame (50 sheets) (4)
0.082.00	stamp game	0.154.01	notation paper for the large bead frame (50 sheets) (2)
0.086.B0	set of printed arrows for the bead material with boxes		

5.649.10	first books	5.660.00	writing paper blue lined 2" x 8.5" (2)
5.650.00	easy reading booklets	5.661.00	writing paper blue lined 4" x 8.5" (2)
5.651.00	illustrated poems	5.662.00	writing paper blue lined 4.25" x 5.5" (2)
5.653.00	simple commands set 1	5.663.00	writing paper blue lined 2.75" x 7" (2)
5.654.00	simple commands set 2	5.664.00	writing paper blue lined 7" x 8.5" (2)
5.655.00	grammar games set 1	5.665.00	writing paper blue lined 8.5" x 11" (2)
5.656.00	conjunctions and prepositions	5.668.00	writing paper green lined 7" x 8.5" (2)
5.657.00	noun labels for the farm	5.669.00	writing paper green lined 8.5" x 11" (2)
5.658.00	adjective phrases for the farm	5.679.00	inset paper bulk 6 reams (2)
5.659.00	positive, comparative, superlative		

Mathematics

5.580.00	numerals 0 to 10 (6)	5.595.34	subtraction working charts problem slips
5.583.00	stamp game paper 15 problems (2)	5.595.41	multiplication tables booklet 1, per 40 (2)
5.585.00	number words and numerals 1-10	5.595.42	multiplication tables booklet 2, per 40
5.586.00	beginning math paper (4)	5.595.43	multiplication tables booklet 3, per 40
5.595.21	addition tables booklet 1, per 40 (2)	5.595.44	multiplication working charts problem slips
5.595.22	addition tables booklet 2, per 40	5.595.50	division tables paper per ream
5.595.23	addition tables booklet 3, per 40	5.595.51	division tables booklet, per 5 (6)
5.595.24	addition working charts problem slips	5.595.54	division working charts problem slips
5.595.31	subtraction tables booklet 1, per 24 (3)	5.605.00	fraction labels
5.595.32	subtraction tables booklet 2, per 40	5.606.00	fraction problems, series 1
5.595.33	subtraction tables booklet 3, per 40		

Geography

5.500.00	land and water forms, cards	5.541.00	naming days and months
5.501.00	land and water forms, descriptions	5.544.00	Africa labeled control map
5.502.00	land and water forms, command cards 1	5.545.00	Asia labeled control map
5.503.00	land and water forms, labels	5.546.00	Australia labeled control map
5.504.00	land and water forms, command cards 2	5.547.00	Europe labeled control map
5.508.00	world maps 11" x 17"—outlines only	5.548.00	North America labeled control map
5.509.00	world maps 11" x 17"—political boundaries	5.549.00	South America labeled control map
5.510.00	world maps 11" x 17"—political with lakes	5.550.00	United States labeled control map
5.511.00	hemisphere maps and labels set	5.550.10	Canada labeled control map
5.512.00	world unlabeled control map	5.551.00	Africa unlabeled control map
5.512.10	world labeled control map	5.552.00	Asia unlabeled control map
5.514.00	Africa outline	5.553.00	Australia unlabeled control map
5.515.00	Africa waterways	5.554.00	Europe unlabeled control map
5.516.00	Africa political	5.555.00	North America unlabeled control map
5.517.00	Asia outline	5.556.00	South America unlabeled control map
5.518.00	Asia waterways	5.557.00	United States unlabeled control map
5.519.00	Asia political	5.557.10	Canada unlabeled control map
5.520.00	Australia outline	5.558.00	continent labels
5.521.00	Australia waterways	5.559.00	Africa labels
5.522.00	Australia political	5.560.00	Asia labels
5.523.00	Europe outline	5.561.00	Australia labels
5.524.00	Europe waterways	5.562.00	Europe labels
5.525.00	Europe political	5.563.00	North America labels
5.526.00	North America outline	5.564.00	South America labels
5.527.00	North America waterways	5.565.00	United States labels
5.528.00	North America political	5.565.10	Canada labels
5.529.00	South America outline	5.566.00	Africa country cards
5.530.00	South America waterways	5.567.00	Asia country cards
5.531.00	South America political	5.568.00	Australia country cards
5.532.00	U.S.A. map outline	5.569.00	Europe country cards
5.533.00	U.S.A. map waterways	5.570.00	North America country cards
5.534.00	U.S.A. map—state boundaries	5.571.00	South America country cards
5.535.00	U.S.A. color location set	5.572.00	United States country cards
5.538.00	parts of the flag matching cards	5.572.40	Europe country/capitals set
5.539.00	flag paper	5.572.50	North America country/capitals set
5.540.00	parts of the flag descriptions	5.572.70	US states/capitals set

Sensorial

bowl, small
cups, small
fabrics
grains of different kinds
jars for tasting (10)

Language

baskets for language cards
books
bowl, small (for setup for preparing fingertips)
boxes:
 for object box exercises
 for language cards
 for preposition exercise
chalk
compasses
erasers for chalk boards
objects:
 for object boxes
 for article exercise

Mathematics

Note: All baskets, cups, and trays are available from Montessori Services. See Appendix 4 for address.

baskets for:
 4 sets addition problems (put a red rim around the baskets)
 2 sets subtraction problems (put a green rim around the baskets)
 3 sets multiplication problems (put a yellow rim around the baskets)
 2 sets division problems (put a blue rim around the baskets)
 bead bars for multiplication with bead bars (large basket)
 memory game of numbers
bathroom scale in pounds
bowls:
 small, for formation of complex numbers with beads and cards
 to hold 99 units for the changing exercise in the collective exercises (2)
 2 large bowls (for up to 50 unit beads) for collective exercises
boxes:
 2 plastic, for 50 units for the collective exercises
 4 plastic, to hold small numeral cards (5.580.00) for collective exercises
 3 plastic, for fraction labels (5.605.00)
 5 plastic, for fraction problems (5.606.00)
 1 box for each operation
 1 box for a mixed set
clock stamp, rubber
clock with gears
cup for 81 beads for division memorization

pitchers
selection of objects for additional mystery bags
spoons
towel, terrycloth, small
trays

paper:
 long slips for writing examples in front of the child
 pastel colors 5.5 x 5.5 (for metal inset work)
pencils, regular
picture sources for language cards
pitchers, small (for setup for preparing fingertips)
protractors
ribbon
rulers
towels, terrycloth (for setup for preparing fingertips)
trays:
 for setup for preparing fingertips
 for metal insets
 for small metal insets
vase

English-measure containers
English-measure ruler
English-measure weights, brass
felt mats for:
 teen boards
 ten boards
 addition snake game
 subtraction snake game
 multiplication with bead bars
ink pad
markers, washable, for the dot board (black and a color other than green, blue, or red)
mats, long, for bead chains (26 5 x 1)
meter stick
metric ruler
money, real
paper:
 plain
 quadrille (variety of different-sized squares)
pencils, regular, for:
 stamp game
 dot game
 bead frames
 racks and tubes
 fractions
 memorization exercises
pencils, colored, for:
 red, for division memorization
 dot game (not green, blue, or red)
ribbons for:
 spindle boxes (could also use rubber bands)
 division with the collective exercises, 18 bows of green, 9 each of blue and red

circles:
 red
 black
 commands:
 adverbial
 one action, two actions, more actions, etc.
 labels for Montessori apparatus

Mathematics

word problems

Geography

biome folders:
 desert
 forest
 grasslands
 seashore
 tundra
 compass directions
 earth labels for use with 5.511.00, 5.512.00, 5.512.10
 geography folders for each continent:
 First folder (one for each continent) general pictures
 which show fundamental needs of human beings,
 flora, fauna
 Second folder (one for each continent, 5 envelopes in
 each) which give more detail of the above
 Third folder (country in which school is located) general
 assortment as in the first folder
 Fourth folder (country in which school is located)
 classified around one topic

Biology

botany cabinet labels
 folders with information and pictures:
 animals
 plants
 heading cards
 labels
 nomenclature materials:
 botany
 zoology
 picture cards and labels:
 fish
 amphibians

Music

card material—soon to be available from Nienhuis

labels for indoor environment
 sentences for reading analysis
 tickets:
 article exercise
 logical adjective game
 logical adverb game

Later, folders three and four may be organized for
 different countries.
 land and water form models: Use earthy-colored clay or
 plasticine in 5" x 7" developing trays with pouring lips.
 Do not paint the forms. Make shapes that correspond to
 the forms in the land and water form cards (item no.
 5.500.00).
 picture collections:
 islands
 lakes
 peninsulas
 gulfs
 isthmi
 straits
 capes
 bays
 archipelagos
 systems of lakes

reptiles
 birds
 mammals
 plants
 living/non-living
 plant/animal
 etc.
 text for pictures
 Who am I? sets:
 animals
 plants

0.099.00	flat bead frame (2)	0.181.00	Pythagoras board
0.113.00	large fraction skittles	0.182.01	decimal checker board
0.113.A0	skittle stand	0.185.00	cut-out labeled fraction circles, 5 sets
0.114.00	fraction circles	0.186.00	table of Pythagoras
0.114.A0	fraction circles stand	0.187.00	arithmetic trinomial cube
0.115.00	metal squares—9 plates	0.188.A0	volume box with 250 cubes (see geometry)
0.116.00	metal triangles—4 plates	0.189.00	cubing material
0.124.00	instrument for the measurement of angles	0.191.00	decanomial paper
0.125.00	the centesimal frame	0.192.00	volume box with 1000 cubes
0.129.01	power of 3 cube	0.195.01	clear plastic envelopes (25) (order as a replacement)
0.129.02	one cube, 27 x 27 x 27 cm, painted yellow	0.195.B0	box for the first set of botany cards (use this one for math)
0.130.00	power of two cube	0.260.00	box with arithmetic signs (3)
0.131.00	binomial cube	0.280.G0	multiplication bead bar layout box, individual beads, glass (2)
0.132.00	trinomial cube	0.290.G0	addition snake game, individual beads, glass
0.132.A0	geometric hierarchy of number	0.292.G0	elementary negative snake game, individual beads, glass
0.132.B0	geometric hierarchy of number cards	0.320.01	first aid kit for math material
0.133.00	small square root board	0.500.00	bead cabinet castors
0.134.01	patterns for square root	1.760.00	bead material cabinet
0.135.00	algebraic peg board (3)	1.765.00	fraction cabinet
0.136.00	pegs for algebraic peg board (3)	3.100.00	clock with movable hands
0.137.01	checkerboard (2)	3.101.00	clock exercises
0.138.B0	number tiles (5)	7.304.00	holder for 3 pencils (10)
0.138.G0	checker board beads, individual beads, glass	7.701.00	scissors with rounded point 10 cm (6)
0.139.01	decimal fraction exercise	OR	
0.140.01	decimal fraction board (yellow decimal board)	7.702.00	scissors with sharp point 13 cm (6)
0.142.A0	addition working charts	7.708.00	six-scissor storage block
0.142.B0	subtraction working charts	9.124.00	10 weights in wooden storage block
0.142.C4	multiplication working charts	9.129.00	small wooden scale
0.142.D1	division working charts	9.500.00	pink touch-up paint
0.143.01	subtraction tables	9.500.10	pink touch-up paint (new pink)
0.144.01	addition tables	9.501.00	red touch-up paint
0.146.00	addition equations and sums box	9.502.00	yellow touch-up paint
0.147.00	subtraction equations and differences box	9.503.00	green touch-up paint
0.148.00	box of multiplication equations and products	9.504.00	dark blue touch-up paint
0.149.01	division equations and dividends box	9.505.00	clear touch-up varnish
0.153.01	notation paper for the small bead frame (50 sheets) (at least 3)	9.506.00	thinner for repair paint
0.154.01	notation paper for the large bead frame (50 sheets) (at least 6)	9.507.00	brown touch-up paint
0.155.01	multiplication tables	9.508.00	black touch-up paint
0.157.00	control chart for 100 board	9.509.00	light blue touch-up paint
0.157.A0	control chart for the Pythagoras board		
0.158.01	division tables		
0.180.00	hundred board		

Geometry

0.024.00	pink tower (borrow from preschool class)	0.048.A0	geometric plane figures with box
0.024.20	box with cubes for pink tower	0.048.B0	geometric solids basket (2)
0.025.00	brown stair (borrow from preschool)	0.048.C0	geometric cards
0.025.20	box with prisms for brown stair	0.049.00	constructive triangles
0.037.00	geometric cabinet	0.049.F0	constructive blue triangles
0.038.00	demonstration tray	0.114.00	fraction circles (see math)
0.039.00	geometric form cards	0.114.A0	fraction circles stands
0.039.A0	geometric form cards for the demonstration tray	0.115.00	metal squares—9 plates
0.040.A0	geometric form card box	0.116.00	metal triangles—4 plates
0.045.00	circles, squares, and triangles	0.117.00	small triangle
0.045.50	inscribed and concentric figures, plastic	0.117.A0	small trapezoid
0.045.70	inscribed and concentric figures, paper (2)	0.117.B0	small quatrefoil
0.045.A0	detective adjective exercise	0.118.00	inscribed and concentric figures, metal
0.048.00	geometric solids	0.119.00	triangle inscribed in circle

- 0.100.A1 tone bar keyboards
0.100.A2 tone bar mallet (5)

- 1.715.01 & 1.720.02 tone bar cabinet (order 2 of each)
(use one cabinet for the bells)

Curriculum Support Materials

Language

- | | | | |
|----------|-------------------------------------|----------|--|
| 5.612.00 | detective adjective exercise labels | 5.657.00 | noun labels for the farm |
| 5.633.00 | phonetic flash cards | 5.658.00 | adjective labels for the farm |
| 5.634.00 | phonetic pictures and labels | 5.659.00 | positive, comparative, superlative |
| 5.635.00 | phonetic reading cards | 5.660.00 | writing paper blue lined, 2" x 8.5" (2) |
| 5.637.00 | phonogram booklets | 5.661.00 | writing paper blue lined, 4" x 8.5" (2) |
| 5.638.00 | phonogram cards | 5.662.00 | writing paper blue lined, 4.25" x 5.5" (2) |
| 5.639.00 | key spelling sorting cards | 5.663.00 | writing paper blue lined, 2.75" x 7" (2) |
| 5.648.00 | puzzle words | 5.664.00 | writing paper blue lined, 7" x 8.5" (2) |
| 5.649.10 | first books | 5.665.00 | writing paper blue lined, 8.5" x 11" (2) |
| 5.650.00 | easy reading booklets | 5.668.00 | writing paper green lined, 7" x 8.5" (2) |
| 5.651.00 | illustrated poems | 5.669.00 | writing paper green lined, 8.5" x 11" (2) |
| 5.653.00 | simple commands set 1 | 5.679.00 | inset paper bulk 6 reams (3) |
| 5.654.00 | simple commands set 2 | 5.680.00 | classification of nouns chart |
| 5.655.00 | grammar games set 1 | 5.681.00 | classification of adjectives chart |
| 5.656.00 | conjunctions and prepositions | | |

Mathematics

- | | | | |
|----------|---|----------|---|
| 5.583.00 | stamp game paper 15 problems (2) | 5.595.43 | multiplication tables booklet 3, per 40 |
| 5.584.00 | math function command cards | 5.595.44 | multiplication working charts problem slips |
| 5.586.00 | beginning math paper (6) | 5.595.50 | division tables paper per ream |
| 5.595.21 | addition tables booklet 1, per 40 (2) | 5.595.51 | division tables booklet, per 5 (6) |
| 5.595.22 | addition tables booklet 2, per 40 | 5.595.54 | division working charts problem slips |
| 5.595.23 | addition tables booklet 3, per 40 | 5.600.00 | multiple tables (a, b, and control cards) (4) |
| 5.595.24 | addition working charts problem slips | 5.601.00 | list of factors tables (c and d) (2) |
| 5.595.31 | subtraction tables booklet 1, per 24 (3) | 5.602.00 | multiples of numbers tables (2 pads) (6) |
| 5.595.32 | subtraction tables booklet 2, per 40 | 5.604.00 | one hundred circle paper (2) |
| 5.595.33 | subtraction tables booklet 3, per 40 | 5.605.00 | fraction labels |
| 5.595.34 | subtraction working charts problem slips | 5.606.00 | fraction problems, series 1 |
| 5.595.41 | multiplication tables booklet 1, per 40 (2) | 5.607.10 | fraction equivalence research sheets |
| 5.595.42 | multiplication tables booklet 2, per 40 | | |

Geometry

- | | | | |
|----------|--|----------|-------------------------------------|
| 5.608.00 | geometric cabinet matching cards | 5.612.00 | detective adjective exercise labels |
| 5.609.00 | geometric cabinet control chart | 5.613.00 | commands for geometric cabinet |
| 5.610.00 | geometric cabinet labels | 5.615.00 | commands for geometric solids |
| 5.611.00 | geometric cabinet advanced triangle labels | | |

Geography & Earth Science

- | | | | |
|----------|---|----------|-------------------------|
| 5.500.00 | land and water forms, cards | 5.518.00 | Asia waterways |
| 5.501.00 | land and water forms, descriptions | 5.519.00 | Asia political |
| 5.502.00 | land and water forms, command cards 1 | 5.520.00 | Australia outline |
| 5.503.00 | land and water forms, labels | 5.521.00 | Australia waterways |
| 5.504.00 | land and water forms, command cards 2 | 5.522.00 | Australia political |
| 5.508.00 | world maps 11" x 17"—outlines only | 5.523.00 | Europe outline |
| 5.509.00 | world maps 11" x 17"—political boundaries | 5.524.00 | Europe waterways |
| 5.510.00 | world maps 11" x 17"—political with lakes | 5.525.00 | Europe political |
| 5.511.00 | hemisphere maps and labels set | 5.526.00 | North America outline |
| 5.512.00 | world unlabeled control map | 5.527.00 | North America waterways |
| 5.512.10 | world labeled control map | 5.528.00 | North America political |
| 5.514.00 | Africa outline | 5.529.00 | South America outline |
| 5.515.00 | Africa waterways | 5.530.00 | South America waterways |
| 5.516.00 | Africa political | 5.531.00 | South America political |
| 5.517.00 | Asia outline | 5.532.00 | U.S.A. map outline |

thermometers:

- Celsius
- Fahrenheit

Geometry

basket, small wicker
 box, cardboard, 9" x 2"
 carpenter's square
 chalk
 compasses
 construction paper, colored
 crayons:
 regular
 fluorescent
 food coloring
 glass to hold soda straws
 glass jar, transparent, large (2)
 newsprint
 paper:
 graph
 lined
 plain, 8.5" x 11"
 plain, large

History

artifacts
 blank calendar sheets in three sizes, one page per day
 books for research
 books that give history and meaning of names such as
 "What to Name the Baby"
 calendar, blank (17" x 22")
 dowel
 fossils
 globe
 glue
 light source
 paper:
 5.5" x 5.5"

Geography & Earth Science

absorbent pad
 alcohol, denatured
 alcohol, lamp
 aluminum foil
 ammonia**
 antidotes in fixed, unlocked location
 bags, plastic zipper, 10.5" x 11.5"
 baking soda (for experiments and for emergencies)
 balls:
 ping pong
 rubber
 Styrofoam™
 basins of various sizes
 beakers of various sizes (at least 3 of same size)
 books:
 almanacs
 encyclopedias

trays, for scissors, containers with tickets, etc.*
 yardstick

pencil lead for protractors
 pencils:
 regular
 colored
 protractors (full circle)
 push pins, different colors
 rulers:
 various sizes
 one at least 18"
 sand
 scissors
 soda straws
 tangrams
 tapestry needle
 trays:
 small, stacking
 large, shallow
 yarn

blank
 large sheets
 one-inch strips cut from lined paper
 quadrille
 roll (adding machine tape)
 pencils:
 colored
 regular
 photographs
 pictures
 rubber stamp of clock
 wooden materials for telling time (overlaps with preschool)

atlases
 etc.
 bottle brushes of various sizes*
 bottle, thin glass
 bowls:
 foil (3)
 clear plastic
 metal
 glass, large
 glass with transparent sides
 Pyrex™ (2)
 boxes:*
 metal, with hinged cover
 plastic, clear
 plastic, clear, circular
 bread tin
 clear glass Pyrex™, 4.5" x 8.5"

*General supplies, usually not specified in the curriculum outline.

**Dangerous chemicals which should be handled only by the teacher.

paper:	measuring
black	metal
graph (quadrille)	teaspoon
heavy, for making mountain ranges	sprinkling can
lined	stamp pad, inked
plain, thin	stand, metal with perpendicular bar, with metal ring attachments*
small, torn pieces	Sterno™
white sheets, 8.5" x 11"	Sterno™ stove
white sheets, large	stoppers*
paraffin	stove, small collapsible camp*
pebbles	strainer, small*
pencils:	sugar
regular, at least 2	sulfuric acid**
colored	table knife*
perfume, bad smelling	tape, mystic*
periodic table of the elements*	teapot
pins with colored heads	terra cotta, broken pieces*
pitchers:	test tubes, Pyrex™ (9)
2-quart, plastic, no holes	test tube holders with space for 6 test tubes (3)
2-quart, plastic, holes with tape	thermometers
glass	thermos, wide-mouthed, 3.5" high, 4" diameter*
small	thread*
plants, different kinds:	tongs
live specimens	toothpicks
pictures	trays, metal:
plasticine:	12" x 17" (2)
small supply	10.5" x 15" (4) cookie sheets
in ball shape	11" x 14" (4)
pole in metal base	9" x 12"
pot, small	5" x 7" (3)
prism	with heat-protected top
products, natural resources, and raw materials stamps	tubes:
refrigerator	clear plastic
rock, heavy	shower head at one end, cone shape at other end
rocks, small	cardboard, 12" tall, 2.5" diameter with rectangular piece cut from one end
rods, glass, stirring (6)	twine, rough*
salt	vinegar
sand (for experiments and for emergencies):	water (for experiments and for emergencies):
in pail with trowel and scoop	cold
in different colors	hot
clear, high quality	room temperature
saucepan, small	watering can
saucers:	weights:
ceramic	set for balance scale
plastic (4)	tied to a string
sawdust	iron
scale, balance, with weights*	wood:
screen protector for top of burner*	balsa, all pieces same length and 3 inches wide, but 3 different thicknesses
sheets, heat-resistant for stovetop protection, 17" x 19"	blocks, size of brick (2)
silverware tray (4 compartments)*	boards on which to build models, 18" x 18" (3)
slides for microscope*	broken pieces
slide covers*	piece to break
solder, lead	plywood 12" x 18"
specimens, rocks	rectangular piece
sponges*	small board
spoons:	
soup (2)	
with slender bowl	

*General supplies, usually not specified in the curriculum outline.

**Dangerous chemicals which should be handled only by the teacher.

Materials to Make

Language

booklets for singular and plural
card materials
charts
circles, about 15 in a box
clause analysis—2 boxes
collection of objects of the same kind
commands

grammar box contents
house environment
labels for Montessori apparatus
labels for the indoor environment
pen wipers—circular in shape
squares, about 30 in a box
verb materials

Mathematics

boards for number bases (2)
charts (handmade):
 garden chart with 2 pickaxes
 history of numbers
 multiple charts
 squaring and cubing
 water chart
 history of measurement (find or make as many as
 needed for the story)
 fraction
crown, silver-colored
envelopes, 10, containing labeled squares and rectangles
 for numerical decanomial
fraction strips, 4 different
label cards/tickets:
 binomial cube, algebraic
 blank
 changing 1st multiplication control chart to 2nd
 cubing
 decimal zero cards for decimal fractions (gray)
 double zero cards for bank game (gray)
 factors
 fractions
 geometrical representation of the hierarchy of numbers
 interest, percent
 measurement
 metric measures
 ratio, proportion
 squaring
 trinomial cube, algebraic

 trinomial cube, numerical
 velocity, distance, time
numerical decanomial
paper discs, small, black
paper forms, sectioned, for division (dividend, divisor,
 quotient, remainder)
parentheses
plastic pieces, clear, with black lines
problem tickets:
 fractions: addition, subtraction, multiplication, division
 special cases: addition, subtraction, multiplication,
 division
propeller (to illustrate decimals)
strips:
 paper, long white
 cardboard, black, 4.5" x .5" (11)
 cardboard, gray, 8.5" x .5" (13)
 cardboard, 3, and "candelabra" for the yellow decimal
 board
word problems:
 distance, velocity, time
 divisibility
 factoring
 fractions
 greatest common factor
 interest, percent
 lowest common multiple
 measurement
 ratio, proportion
 etc.

Geometry

area of the circle
child symbols, 3 pairs
equilateral cylinder, diameter and height the same
geometry charts, 61
hexagons, 3 sizes
icosahedron (20-sided polygon)
nomenclature cards and booklets
paper circles
paper strips, 1" x 8"
parentheses
plane geometric paper figures, different sizes and shapes:
 circles
 triangles
 trapezoids
 rectangles

 other quadrilaterals
 polygons
 polygons, various types, 3 of each, each 10 times larger
 than the last
plumb line
polygons for the sum of angles
pyramids made of soda straws with green and white
 triangles
quadrilaterals for the sum of angles
Spirograph™
stories about geometry
Theorem of Pythagoras, extra triangles
tickets:
 blank
 white paper, 1" square

question cards
 text for pictures
 tree of life materials

volcano
 Who am I? sets

Music

card material—soon to be available from Nienhuis

Specimens—Biology

algae
 bark
 bee
 branches and/or stems showing:
 fungi, bracket or shelf
 twining stem
 hooked climber stem
 tendrils
 butterfly
 cones, pine
 egg, bird
 ferns
 flowers, variety of
 fruits, variety of

insects
 leaves, variety of
 lichen
 moss
 mushrooms
 nuts, different kinds
 perishable items, as needed (fruits, vegetables, flowers,
 etc.)
 plants, live, variety
 roots, variety
 seeds, variety
 shells and other things from the sea
 specimens, plants and animals, preserved
 tree trunk, cross-section

- | | | | |
|-----------------------|---|----------|---|
| 0.252.G0 | introduction to the decimal system, individual beads, glass | 4.015.00 | small dust brush |
| 0.260.00 | box with arithmetic signs | 4.033.00 | 8-piece brassware set |
| 0.280.G0 | multiplication bead bar layout box, individual beads, glass | 4.042.00 | dust brush |
| 0.290.G0 | addition snake game, individual beads, glass | 5.350.00 | <i>Montessori Music: A Guide to Using the Bells</i> |
| 0.291.G0 | subtraction snake game, individual beads, glass | 5.342.00 | <i>Children's Songs</i> , by Sanford Jones |
| 0.320.00 | first aid kit for sensorial material | 5.344.00 | <i>Folk Songs</i> , by Sanford Jones |
| 0.320.01 | first aid kit for math material | 5.677.00 | scissors exercise (2) |
| 0.500.00 | bead cabinet castors | 7.023.00 | paper box for 14 x 14 cm paper (5.5" x 5.5") (2) |
| 1.626.00 | cabinet for paper maps | 7.201.00 | 11 dozen inset pencils (11 colors) (3) |
| 1.632.00 | dressing frames stand | 7.202.00 | dozen red inset pencils (5) |
| 1.640.00 | rose carpet (2) | 7.203.00 | dozen dark blue inset pencils (5) |
| 1.641.00 | green carpet (2) | 7.204.00 | dozen dark green inset pencils (5) |
| 1.642.00 | blue carpet (2) | 7.211.00 | dozen black inset pencils (5) |
| 1.643.00 | gray carpet (2) | 7.304.00 | holder for 3 pencils (5) |
| 1.644.00 | beige carpet (2) | 7.305.00 | set of 11 colored pencil holders |
| 1.715.01 and 1.715.02 | bell cabinet (order both) | 7.701.00 | scissors with rounded point 10 cm (12) |
| 1.725.00 | farm table | 7.708.00 | six-scissor storage block (2) |
| 1.727.00 | the complete practical life stand | 9.124.00 | 10 weights in wooden storage box |
| 1.730.00 | wall frame for metal insets | 9.129.00 | small wooden scale |
| 1.731.00 | stand for 3 carpets (3) | 9.157.00 | rubber desktop pad 5.5" x 5.5" (14 x 14 cm) (5) (backing for metal inset paper) |
| OR | | 9.500.00 | pink touch-up paint |
| 1.732.00 | stand for 5 carpets (2) | 9.500.10 | pink touch-up paint (new pink) |
| 1.735.00 | stand for greenboards | 9.501.00 | red touch-up paint |
| 1.740.00 | puzzle maps cabinet (or 0.176.A0 puzzle maps stand) | 9.502.00 | yellow touch-up paint |
| 1.760.00 | bead material cabinet | 9.503.00 | green touch-up paint |
| 3.100.00 | clock with movable hands | 9.504.00 | dark blue touch-up paint |
| 3.101.01 | clock exercises | 9.505.00 | clear touch-up varnish |
| 4.014.00 | shoe polishing brush set, 4 brushes (also included in 1.727.00) | 9.506.00 | thinner for repair paint |
| | | 9.507.00 | brown touch-up paint |
| | | 9.508.00 | black touch-up paint |
| | | 9.509.00 | light blue touch-up paint |

Curriculum Support Materials

- | | | | |
|----------|---|----------|--|
| 5.502.00 | land and water forms, command cards 1 | 5.529.00 | South America outline |
| 5.503.00 | land and water forms, labels | 5.530.00 | South America waterways |
| 5.504.00 | land and water forms, command cards 2 | 5.531.00 | South America political |
| 5.508.00 | world maps 11" x 17"—outlines only | 5.532.00 | U.S.A. map outline |
| 5.509.00 | world maps 11" x 17"—political boundaries | 5.533.00 | U.S.A. map waterways |
| 5.510.00 | world maps 11" x 17"—political with lakes | 5.534.00 | U.S.A. map—state boundaries |
| 5.511.00 | hemisphere maps and labels set | 5.535.00 | U.S.A. color location set |
| 5.512.00 | world unlabeled control map | 5.538.00 | parts of the flag matching cards |
| 5.512.10 | world labeled control map | 5.539.00 | flag paper |
| 5.514.00 | Africa outline | 5.540.00 | parts of the flag descriptions |
| 5.515.00 | Africa waterways | 5.541.00 | naming days and months |
| 5.516.00 | Africa political | 5.544.00 | Africa labeled control map |
| 5.517.00 | Asia outline | 5.545.00 | Asia labeled control map |
| 5.518.00 | Asia waterways | 5.546.00 | Australia labeled control map |
| 5.519.00 | Asia political | 5.547.00 | Europe labeled control map |
| 5.520.00 | Australia outline | 5.548.00 | North America labeled control map |
| 5.521.00 | Australia waterways | 5.549.00 | South America labeled control map |
| 5.522.00 | Australia political | 5.550.00 | United States labeled control map |
| 5.523.00 | Europe outline | 5.550.10 | Canada labeled control map |
| 5.524.00 | Europe waterways | 5.551.00 | Africa unlabeled control map |
| 5.525.00 | Europe political | 5.552.00 | Asia unlabeled control map |
| 5.526.00 | North America outline | 5.553.00 | Australia unlabeled control map |
| 5.527.00 | North America waterways | 0.024.00 | pink tower (borrow from preschool class) |
| 5.528.00 | North America political | 0.024.20 | box with cubes for pink tower |

5.554.00	Europe unlabeled control map	5.606.00	fraction problems, series 1
5.555.00	North America unlabeled control map	5.608.00	geometric cabinet matching cards
5.556.00	South America unlabeled control map	5.609.00	geometric cabinet control chart
5.557.00	United States unlabeled control map	5.610.00	geometric cabinet labels
5.557.10	Canada unlabeled control map	5.613.00	commands for geometric cabinet
5.558.00	continent labels	5.615.00	commands for geometric solids
5.559.00	Africa labels	5.618.00	parts of the human body
5.560.00	Asia labels	5.619.00	parts of the human body paper
5.561.00	Australia labels	5.620.00	animals and their homes
5.562.00	Europe labels	5.621.00	animals and their sounds
5.563.00	North America labels	5.622.00	animals and their young
5.564.00	South America labels	5.623.00	animal names
5.565.00	United States labels	5.624.00	animals and their groups
5.565.10	Canada labels	5.627.00	botany cabinet matching cards
5.566.00	Africa country cards	5.628.00	botany cabinet control chart
5.567.00	Asia country cards	5.629.00	parts of a leaf
5.568.00	Australia country cards	5.630.00	parts of a flower
5.569.00	Europe country cards	5.632.00	alphabet cards
5.570.00	North America country cards	5.633.00	phonetic flash cards
5.571.00	South America country cards	5.634.00	phonetic pictures and labels (3)
5.572.00	United States country cards	5.635.00	phonetic reading cards
5.572.40	Europe country/capitals set	5.637.00	phonogram booklets
5.572.50	North America country/capitals set	5.638.00	phonogram cards
5.572.70	US states/capitals set	5.639.00	key spelling sorting cards
5.580.00	numerals 0 to 10 (6)	5.648.00	puzzle words
5.583.00	stamp game paper 15 problems (2)	5.649.10	first books
5.585.00	number words and numerals 1-10	5.650.00	easy reading booklets
5.586.00	beginning math paper (4)	5.651.00	illustrated poems
5.595.21	addition tables booklet 1, per 40 (2)	5.653.00	simple commands set 1
5.595.22	addition tables booklet 2, per 40	5.654.00	simple commands set 2
5.595.23	addition tables booklet 3, per 40	5.655.00	grammar games set 1
5.595.24	addition working charts problem slips	5.656.00	conjunctions and prepositions
5.595.31	subtraction tables booklet 1, per 24 (3)	5.657.00	noun labels for the farm
5.595.32	subtraction tables booklet 2, per 24	5.658.00	adjective labels for the farm
5.595.33	subtraction tables booklet 3, per 40	5.659.00	positive, comparative, superlative
5.595.34	subtraction working charts problem slips	5.660.00	writing paper blue lined 2" x 8.5" (2)
5.595.41	multiplication tables booklet 1, per 40 (2)	5.661.00	writing paper blue lined 4" x 8.5" (2)
5.595.42	multiplication tables booklet 2, per 40	5.662.00	writing paper blue lined 4.25" x 5.5" (2)
5.595.43	multiplication tables booklet 3, per 40	5.663.00	writing paper blue lined 2.75" x 7" (2)
5.595.44	multiplication working charts problem slips	5.664.00	writing paper blue lined 7" x 8.5" (2)
5.595.50	division tables paper per ream	5.665.00	writing paper blue lined 8.5" x 11" (2)
5.595.51	division tables booklet, per 5 (6)	5.668.00	writing paper green lined 7" x 8.5" (2)
5.595.54	division working charts problem slips	5.669.00	writing paper green lined 8.5" x 11" (2)
5.605.00	fraction labels	5.679.00	inset paper bulk 6 reams (2)

0.114.A0	fraction circles stand	0.182.01	decimal checkerboard
0.115.00	metal squares—9 plates	0.185.00	cut-out labeled fraction circles, 5 sets
0.116.00	metal triangles—4 plates	0.186.00	table of Pythagoras
0.117.00	small triangle	0.187.00	arithmetic trinomial cube
0.117.A0	small trapezoid	0.188.01	square-based prism—elementary geometric solids
0.117.B0	small quatrefoil	0.188.02	rhombic-based prism—elementary geometric solids
0.118.00	inscribed and concentric figures, metal	0.188.03	triangular-based prism—elementary geometric solids
0.119.00	triangle inscribed in circle	0.188.04	set of 2 triangular-based prism—elementary geometric solids
0.122.00	equivalent figures material	0.188.05	hexagonal based prisms—elementary geometric solids
0.123.00	Theorem of Pythagoras	0.188.06	divided hexagonal-based prism—elementary geometric solids
0.124.00	instrument for the measurement of angles	0.188.07	short square-based prism—elementary geometric solids
0.125.00	the centesimal frame	0.188.08	short triangular-based prism—elementary geometric solids
0.126.00	stand for height (centimeters)	0.188.09	square-based pyramid—elementary geometric solids
0.126.01	stand for height (inches)	0.188.10	triangular-based pyramid—elementary geometric solids
0.127.00	yellow triangles for area	0.188.11	cylinder—elementary geometric solids
0.128.00	metal volume material	0.188.12	cone—elementary geometric solids
0.129.01	power of 3 cube	0.188.13	short cylinder—elementary geometric solids
0.129.02	one cube, 27 x 27 x 27 cm, painted yellow	0.188.14	sphere—elementary geometric solids
0.130.00	power of two cube	0.188.15	ellipsoid—elementary geometric solids
0.131.00	binomial cube	0.188.16	ovoid—elementary geometric solids
0.132.00	trinomial cube	0.188.A0	volume box with 250 cubes
0.132.A0	geometric hierarchy of number	0.188.B0	five yellow prisms
0.132.B0	geometric hierarchy of number cards	0.189.00	cubing material
0.133.00	small square root board	0.191.00	decanomial paper
0.134.01	patterns for square root	0.192.00	volume box with 1000 cubes
0.135.00	algebraic peg board (3)	0.194.00	geometric stick material (2)
0.136.00	pegs for algebraic peg board (3)	0.194.A0	large working board geometric stick material (2)
0.137.01	checkerboard (2)	0.195.01	clear plastic envelopes (75 or as many as needed for the nomenclature material)
0.138.B0	number tiles (5)	0.195.00	first set botany cards (2)
0.138.G0	checkerboard beads, individual beads, glass	0.195.A1	name cards for first set of botany cards (2)
0.139.01	decimal fraction exercise	0.195.B0	box for the first set of botany cards (25)
0.140.01	decimal fraction board (yellow decimal board)	0.196.00	second set botany cards (2)
0.142.A0	addition working charts	0.196.A1	name cards for second set of botany cards (2)
0.142.B0	subtraction working charts	0.196.B0	box for the second set of botany cards (2)
0.142.C4	multiplication working charts	0.197.00	third set botany cards (2)
0.142.D1	division working charts	0.197.A1	name cards for third set of botany cards (2)
0.143.01	subtraction tables	0.197.B0	box for the third set of botany cards (2)
0.144.01	addition tables	0.230.00	globe of land and water
0.146.00	addition equations and sums box	0.231.00	globe of the world parts
0.147.00	subtraction equations and differences box	0.232.00	flag stand of Asia
0.148.00	box of multiplication equations and products	0.233.00	flag stand of Europe
0.149.01	division equations and dividends box	0.233.A0	flag stand of North and South America
0.153.01	notation paper for the small bead frame (50 sheets) (at least 3)	0.233.B0	flag stand of Africa
0.154.01	notation paper for the large bead frame (50 sheets) (at least 6)	0.236.00	puzzle map of USA
0.155.01	multiplication tables	0.249.00	the farm (may be borrowed from preschool)
0.157.00	control chart for 100 board	0.260.00	box with arithmetic signs (3)
0.157.A0	control chart for the Pythagoras board	5.500.00	land and water forms, cards
0.158.01	division tables	5.501.00	land and water forms, descriptions
0.171.01	cabinet of the USA		
0.173.01	cabinet of the world parts		
0.174.A0	extra flags, yellow		
0.174.A1	extra flags, red		
0.174.A2	extra flags, green		
0.174.A3	extra flags, blue		
0.174.A4	extra flags, white		
0.177.00	puzzle map of the world parts		
0.180.00	hundred board		
0.181.00	Pythagoras board		

5.607.10	fraction equivalence research sheets	5.648.00	puzzle words
5.608.00	geometric cabinet matching cards	5.649.10	first books
5.609.00	geometric cabinet control chart	5.650.00	easy reading booklets
5.610.00	geometric cabinet labels	5.651.00	illustrated poems
5.611.00	geometric cabinet advanced triangle labels	5.653.00	simple commands set 1
5.612.00	detective adjective exercise labels	5.654.00	simple commands set 2
5.613.00	commands for geometric cabinet	5.655.00	grammar games set 1
5.615.00	commands for geometric solids	5.656.00	conjunctions and prepositions
5.618.00	parts of the human body	5.657.00	noun labels for the farm
5.619.00	parts of the human body paper	5.658.00	adjective labels for the farm
5.620.00	animals and their homes	5.659.00	positive, comparative, superlative
5.621.00	animals and their sounds	5.660.00	writing paper blue lined, 2" x 8.5" (2)
5.622.00	animals and their young	5.661.00	writing paper blue lined, 4" x 8.5" (2)
5.623.00	animal names	5.662.00	writing paper blue lined, 4.25" x 5.5" (2)
5.624.00	animals and their groups	5.663.00	writing paper blue lined, 2.75" x 7" (2)
5.627.00	botany cabinet matching cards	5.664.00	writing paper blue lined, 7" x 8.5" (2)
5.628.00	botany cabinet control chart	5.665.00	writing paper blue lined, 8.5" x 11" (2)
5.629.00	parts of a leaf	5.668.00	writing paper green lined, 7" x 8.5" (2)
5.630.00	parts of a flower	5.669.00	writing paper green lined, 8.5" x 11" (2)
5.633.00	phonetic flash cards	5.679.00	inset paper bulk, 6 reams (3)
5.634.00	phonetic pictures and labels	5.680.00	classification of nouns chart
5.635.00	phonetic reading cards	5.681.00	classification of adjectives chart
5.637.00	phonogram booklets		
5.638.00	phonogram cards		
5.639.00	key spelling sorting cards		

Faculty & Staff Professional Development & Meeting Schedule, 2018- 2019 School Year*

July 18-20, 2018
July 20, 2018

All Staff & Faculty Professional Development Launch Meeting (Approximately 8:15 a.m. – 3:45 p.m., TBA)
Employee Appreciation Lunch

Quarter 1	7/27	8/3	8/10	8/17	8/24	8/31	9/7	9/14	9/21	9/28
12:45 –2:30 p.m.	PD/Faculty	PD/Faculty	Level	No Meetings- Prep	PD/Faculty	No Meetings- Prep	PD/Faculty	Level	PD/Faculty	Partnership Meetings
2:30 - 3:00 p.m.	SL	Y			G		EC		T	

September 17 & 24, 2018
November 1 & 2, 2018

Montessori Assistant Training 8:15 a.m. – 2:30 p.m.
All Staff & Faculty Professional Development Launch Meeting (Approx. 8:15 a.m.- 9 a.m., TBA)
Faculty Training: Montessori & CCSS with Public Montessorian Erika Olhaver (Approximately 8:15 a.m. – 3:45 p.m., TBA)

Quarter 2	10/19	10/26	11/9	11/10	11/16	11/23	11/30	12/7	12/14	12/21	12/28
12:45 –2:30 p.m.	Prep: International Family Festival	Level	PD-The Montessori Discovery Journey Workshop	PD-The Montessori Discovery Journey Workshop	No Meetings- Prep	SCHOOL HOLIDAY	Faculty	Faculty	Level	No Meetings- Prep	SCHOOL BREAK
2:30 - 3:00 p.m.							K	CC			

January 7-8, 2018

Faculty Professional Development Meeting (Approx. 8:15 a.m.- 9 a.m., TBA)
Reflection & Planning: Montessori Scope & Sequence, CAASPP Readiness, Classroom Leadership, Student Support

Quarter 3	1/11	1/18	1/25	2/1	2/2	2/8	2/15	2/22	3/1	3/8	3/15	3/22 & 3/29
12:45 –2:30 p.m.	Faculty	Level	No Meetings- Prep	Faculty & Prepare for hosting BAMA on Saturday, Feb 2, 2019	PD- Bay Area Montessori Association Workshop: <i>Child Disrupted: The Effects of Technology overuse on Children's Development</i>	Level	Faculty	No Meetings- Prep	Faculty	No Meetings- Prep	Partnership Meetings	SCHOOL BREAK
2:30 - 3:00 p.m.	SL						Y		G			

Date TBD

Employee Appreciation Lunch

Quarter 4	4/5	4/12	4/19	4/26	5/3	5/10	5/17	5/24	5/31
12:45 –2:30 p.m.	Faculty	Level	Faculty	No Meetings- Prep	Faculty	RMF Gala Faculty Donations Day	Faculty	QUICK Faculty- Prep	NO MEETINGS- LAST DAY OF SCHOOL
2:30 - 3:00 p.m.	T		K		CC				

June 3, 2019 8:30 a.m. – 3:30 p.m.
June 4, 2019 8:30 a.m. – 3:30 p.m.
June 5, 2019 8:30 a.m. – 3:30 p.m.

Faculty Year End Classroom Clean Up/Debrief Meeting
Faculty Year End Classroom Clean Up/ Year End Individual Meeting & Review
Faculty Year End Classroom Clean Up/ Year End Individual Meeting & Review

* Meetings/Dates are subject to change; please watch *Daily Notes* board!

** TBD Professional Development Dates for Montessori, charter, and educational conferences, workshops, and guidance; please watch *Daily Notes* board!

Rev. 10/26/18 kgm

JULY:

New students - home language survey, intake survey of specific needs
Teacher observations / classroom diagnostic assessments

AUGUST:

Begin-Year Benchmark easyCBM ELA and MATH (University of Oregon)
Initial ELPAC for new students entering public schools based on home language survey
Teacher observations / student performance tracking with Montessori Compass

SEPTEMBER:

Teacher observations / student performance tracking with Montessori Compass
Parent Partnership conferences
Quarter 1 ends
Fall Break (2 weeks)

OCTOBER:

Report Cards / IEP progress of goals
Teacher observations / student performance tracking with Montessori Compass

NOVEMBER:

Teacher observations / student performance tracking with Montessori Compass

DECEMBER:

Mid-Year Benchmark easyCBM ELA and MATH (University of Oregon)
Teacher observations / student performance tracking with Montessori Compass
Quarter 2 ends
Winter Break (2 weeks)

JANUARY:

Report Cards / IEP progress of goals
Teacher observations / student performance tracking with Montessori Compass

FEBRUARY:

Begin Summative ELPAC for all students identified as an English Learner
Teacher observations / student performance tracking with Montessori Compass

MARCH:

Continue Summative ELPAC for all students identified as an English Learner
Teacher observations / student performance tracking with Montessori Compass
Parent Partnership conferences
Quarter 3 ends
Spring Break (2 weeks)

APRIL:

Report Cards / IEP progress of goals
SBAC 3rd-6th grade only (CAASPP) / PFT 5th grade only
Teacher observations / student performance tracking with Montessori Compass

MAY:

End-Year Benchmark easyCBM ELA and MATH (University of Oregon)
Teacher observations / student performance tracking with Montessori Compass
Quarter 4 ends
Report Cards / IEP progress of goals



(Date)

Dear (parents),

We know students are most successful when there is a collaborative effort between parents and school. In a spirit of shared responsibilities, the Student Success Team meets at school, exploring and problem solving, in order to help students achieve their potential. Parents and students are an important part of this team.

Our Student Success Team (SST) is a process of our regular education process that is comprised of school staff members who are dedicated to your child's success. The team reviews individual student concerns and plans ways to support the student in the regular classroom. Usually the classroom guide or parents indicate concerns that they wish to discuss and receive collaborative support for the student. It is helpful for the team members to share how they have been attempting to support the student before the meeting. Typically, the guide and Coordinator of Student Services or Principal have met a few times to review student progress based on the attempted supports.

Classroom supports and accommodations are various measures to give the student opportunities to learn within the classroom environment. Some examples are: change of proximity to the guide; use of different materials; visual/auditory instructional aids; cross-age tutors; and additional instruction to name a few.

We invite you to join us, as a vital member of the Student Success Team. Your presence at this meeting is important and will benefit your child's educational progress as you are an integral part in identifying how we can best serve your child's needs. Please take a moment to review the meeting details below and confirm your attendance.

Kindly take care,

Lorna Rochman-McEntire
Coordinator of Student Services
River Montessori Charter School

The Student Success Team Meeting will be held on:

Date:

Time:

Location:

If this meeting is not convenient, please contact Lorna Rochman-McEntire at 707-778-6414 ext. 25 or by email edspecialist@rivermontessoricharter.org.

River Montessori Charter School

SST Summary Form

Student: _____

Grade: _____

Birthdate: _____

Today's DATE: _____

Parents/Guardian: _____

Primary Language: _____

Date of Initial SST: _____

Team Attendees: _____ Parents: Teacher-Guide: Kelly Mannion, Director: Lorna Rochman, Education Specialist _____

STRENGTHS	Known Information Modifications	CONCERNS (Prioritize)	QUESTIONS	STRATEGIES Brainstorm	ACTIONS (Prioritize)	WHO Responsible	WHEN
Health:	Health:	Health:	Health:				
Physical:	Physical:	Physical:	Physical:				
Social:	Social:	Social:	Social:				
Emotional:	Emotional:	Emotional:	Emotional:				
Personal Wellness:	Personal Wellness:	Personal Wellness:	Personal Wellness:				
Academic:	Academic:	Academic:	Academic:				

Follow-up Meeting Date: _____

Team Member Signatures:

1. Parent/Guardian: _____

2. Parent/Guardian: _____

3. Student: _____

4. Administrator: _____

5. Teacher/Guide: _____

6. Other: _____ /Position _____

7. Other: _____ /Position _____

8. Other: _____ /Position _____

STUDENT STUDY TEAM

A Handout for Parents of the River Montessori Charter School

To Parents

Students are most successful when there is a cooperative effort between you (the parents) and school personnel. In a spirit of shared responsibility, the Student Study Team meets at your child's school, exploring and problem-solving, in order to help students. You are an important part of that team.

This handout is intended to help you better understand the way the Student Study Team works so that you can become more actively involved in your child's education. Your questions, comments and suggestions are very valuable. Feel free to share them at the meeting of the Student Study Team.

What Is The Student Study Team?

The Student Study Team (SST) is a school site team, which reviews individual student strengths and areas of concern. The SST plans strategies and organizes resources for addressing the areas of concern. This process is a function of regular education.

How Is A Student Selected To Be Discussed At The SST?

Usually the classroom guide (or an administrator or specialist) indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances.

Will Anything Have Been Done To Help My Child Before The SST?

The teacher has been trying various accommodations in the classroom. The Resource Specialist and teacher have been meeting to review the academic and/or behavior progress of the student. The principal is informed of the accommodations and outcomes.

What Does "Program Accommodations" Mean?

Measures taken to accommodate specific needs. Some examples of accommodations are:

- Change of seating
- Notes for assignments
- Adjustments of class assignments
- Visual aids in giving instructions
- Technology supports
- Change of group
- Behavior supports
- Individual contracts
- Buddy system
- Use of intervention materials
- Learning games

How Many People Will Be At The SST?

The team will always include parents, the teacher referring the student to the SST, and sufficient staff to review the student's needs. Usually the principal leads the meeting. Participants on the

team may vary depending on the student needs (such as the Resource Specialist and/or other Specialists).

What Does The Facilitator Do?

The facilitator is the person who leads the meeting and guides the discussion.

What Is The “SST Summary”?

This is a document divided into columns on which a designated participant captures the key information discussed during the Student Team Meeting. Some of the headings are:

- Strengths
- Known Information
- Accommodations
- Areas of Concern
- Questions
- Strategies (Brainstorm)
- Action
- Person(s) Responsible

This helps the team to organize its thinking. As the different areas are discussed, the information is added in the appropriate column (See the “SST Summary” sheet). This serves as a record of the minutes of the SST meeting and provides a “picture” of the student that includes strengths as well as concerns. A copy of the “SST Summary” will be given to you at the end of the meeting. You may ask for copies so you may share with your doctor or other professionals.

Will I Be Asked A Lot Of Questions?

The SST is an informal meeting where everyone is concerned about your child’s progress. As the different areas are discussed, you might be asked questions, but how much you say is up to you. Your participation during this meeting is encouraged.

What Do I Need To Do Before Or During The Meeting?

Try to think of any information that would be helpful to the school. To assist you in preparing for the meeting there is a questionnaire attached to complete and bring it with you to the meeting. You will notice that we are interested in your perception of your child’s strengths as well as concerns.

What Do You Mean By “Strengths”?

“Strengths” are the positive areas that your child has going for him/her. Some examples of strengths are:

- is a leader
- likes school
- belongs to Cub Scouts or Brownies
- has a good friend
- likes to help Mom or Dad sometimes
- is creative
- has a hobby
- plays with brothers or sisters
- is neat
- likes sports
- is good with animals

Will I Be Given Ideas To Help My Child At Home?

If it is appropriate, some suggestions might be made at the SST about ways you can help your child at home.

Will My Child Receive Special Testing?

It is possible, if the accommodations are not deemed effective, the SST may recommend additional testing.

Does This Meeting Mean My Child Will Receive Special Education Help?

The primary purpose of the Student Study Team is to come up with strategies and/or suggestions for accommodations in the regular classroom or suggestions of other kinds of help for the student. If concerns are beyond known information and testing is recommended, another meeting will be scheduled to review the possibility of Special Education assistance.

Will My Child Be A Part Of The Meeting?

The student is not usually a part of the meeting at the elementary level. However, intermediate and secondary students (and upper elementary students, as appropriate) are expected to participate in the SST meeting.

Will There Be Only One Meeting?

At the end of the meeting, the team will schedule a follow-up date, if necessary, to evaluate and share the results of the actions taken.

Who Will Be Involved In The Follow-Up Meeting?

The follow-up meeting may involve the parent(s) and one or two members of the team or the entire team, whichever is more appropriate.

Whom Do I Contact If I Have Questions Before Coming To The Meeting?

Contact Lorna Rochman-McEntire, Coordinator of Student Services, or call the school office, and you will be referred to the appropriate person.

About the English Language Proficiency Assessments for California (ELPAC)

State law (California *Education Code* sections 313 and 60810) and federal laws (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that local educational agencies (LEAs) administer a state test of English language proficiency to (1) newly enrolled students whose primary language is not English, as an initial assessment, and (2) students who are English learners (ELs), as an annual summative assessment (SA). For California's public school students, this test is the ELPAC.

Students in year one of a two year kindergarten program will take the kindergarten test. All students enrolled at River Montessori Charter in year one of our two year kindergarten program, whose primary language is other than English, as determined by a home language survey, must be administered the ELPAC within 30 calendar days of enrollment or 60 calendar days prior to instruction, but not before July 1.

The ELPAC is used to assess and monitor EL students' progress toward English language proficiency. EL students continue to take the ELPAC SA annually until they meet their LEA's reclassification criteria.

Parents/Guardians cannot opt their child out of the ELPAC. State and federal law (California *Education Code* sections 313 and 60810 and federal law Titles I and III of the Every Student Succeeds Act) require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

Students with a primary language other than English, as determined by a home language survey, who have not taken the California English Language Development Test (CELDT) or ELPAC before and who have not been previously classified as an EL, must take the ELPAC Initial Assessment (IA).

Students designated as ELs via the CELDT or ELPAC IA are required to take the ELPAC SA annually until they are reclassified as fluent English proficient.

River Montessori uses the following four criteria to establish local reclassification policies and procedures as approved by the CDE:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.



English Language Proficiency Assessments for California Initial ELPAC, 2018–19 Parent and Guardian Notification Letter

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact Lorna Rochman-McEntire at **707-778-6414, ext. 25** or email edspecialist@rivermontessoricharter.org.

Sincerely,

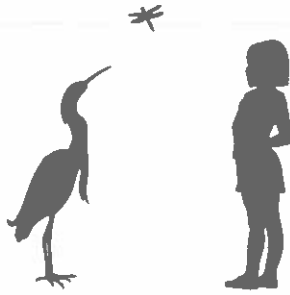
Lorna Rochman-McEntire, Ed.S., MA.Ed.A.S.
Education Specialist & Coordinator of Student Services

California Department of Education

June 2018

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RIVER MONTESSORI

CHARTER SCHOOL

RMCS Language Reclassification Form

Student _____

Date _____

Primary Language _____ Birthdate _____

1st day of school at RMCS _____

I. Initial Recommendation for Reclassification

Admin Parent Teacher Other

II. English Proficiency Test (CELDT)

Advanced Early Advanced

III. Academic Achievement

a) State Assessments (CAASPP) for English Language Arts Standards:

Nearly Met Met Exceeded

b) Reading at _____ grade level (measured by DRA, Rigby, Other: _____)

c) SOLOM _____

d) Additional Information and comments:

IV Final Recommendation (Completed by Language Review Team: Guide/Teacher, Parent, Student, Administrator)

A Recommend for Reclassification: Yes No

Signatures: Administration _____

Instructional/EL Support staff _____

Teacher _____

Parent (letter w/signature in file) _____

V. Two-year follow up: State Assessments (CAASPP) scores will be reviewed for two years:

Year _____ CAASPP (Reading/ELA) Nearly Met Met Exceeded

Year _____ CAASPP (Reading/ELA) Nearly Met Met Exceeded

Alumno _____ Fecha _____

Idioma Primario _____ Fecha de Nacimiento _____

1er día de escuela en RMCS _____

I. Recomendado para ser reclasificado por

Administración Padre de Familia Maestro Otro

II. Competente en el Lenguaje Inglés

Avanzado Principiante Avanzado

III. Logros Académicos

A. Estándares sobre las evaluaciones del Estado (CAASPP) sobre el Lenguaje Inglés:

Casi cumplido Reúne las características Excede los parámetros

B. Lee a nivel de grado _____ (evaluado por DRA, Rigby, Otro, _____)

C. SOLOM _____

D. Información Adicional y comentarios:

IV. Recomendaciones Finales (Revisado y terminado por el personal de Lenguaje: Maestro, Padre de Familia, Alumno, Administrador)

A. Recomendado para ser reclasificado Si No

Firmas:

Administración _____

Instructores/Maestros de Inglés como Segunda Lengua _____

Maestros _____

Padres de Familia _____

V. Dos años de seguimiento: Los resultados de las Evaluaciones del Estado (CAASPP) serán revisados por dos años.

Año _____ CAASPP (lectura/ELA)

Casi cumplido Reúne las características Excede los parámetros

Año _____ CAASPP (Lectura/ELA)

Casi cumplido Reúne las características Excede los parámetros

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