

AGENDA FOR THE REGULAR MEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION
January 10, 2012
6:00 pm
Loyalton Elementary School, Loyalton, California

This meeting will be available for videoconferencing at Downieville School, Downieville, CA
In the case of a technological difficulty at either school site, videoconferencing will not be available.

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at the Sierra County Board of Education, 305 S. Lincoln Street, Sierraville, CA 96126 and, when feasible, attached to the County's online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

- A. CALL TO ORDER
- B. ROLL CALL
- C. FLAG SALUTE
- D. APPROVAL OF THE AGENDA
- E. INFORMATION/DISCUSSION ITEMS
 - 1. Correspondence
 - 2. Superintendent's Report
 - a. Employee Recognition – Joanne Nunes
 - b. Presentation by Clay Singleton of Haws, Theobold and Auman, PC
 - c. Grant unpaid leave of absence to Anne Reugebrink, instructional aide (**under separate cover)
 - d. Secure Rural Schools
 - 3. Business Report
 - a. Board Report-Expenditures by Object 07/01/11 to 12/31/11**
 - 4. Staff Reports (5 minutes)
 - 5. SPTA Report (5 minutes)
 - 6. Board Members' Report (5 minutes)
 - 7. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Ed Code 35145.5; Bylaw 9322; Gov Code 54954.3)
 - a. Current location
 - b. Videoconference location

F. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held December 13, 2011**
2. Approval of the bill warrants for the month of December 2011**
3. Authorization to submit Consolidated Application, Part II, 2011-2012
4. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2011. It is required per Education Code 35186 section (d) *that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment, or conditions of facilities were filed with Sierra County Office of Education during the quarter ending December 31, 2011.*

G. ACTION ITEMS

1. New Business
 - a. Accept 2010-2011 Financial Audit**
 - b. Approval of Board Policy 6170.1, Transitional Kindergarten**(new)
 - c. Approval of the Kindergarten Common Core Academic Standards for use in Transitional Kindergarten**
 - d. Review and Approval of Administrative Regulation and Board Policy 6145 per Ed Code §35160.5**
 - e. Discussion and possible approval of location change for the Loyalton area meetings of the Sierra County Board of Education to Loyalton Middle School, Room 4, 111 Beckwith Street, Loyalton, CA.

H. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on February 14, 2012, at Downieville School, Downieville, California, at 6:00 pm.
2. Suggested Agenda Items
 - a. _____

I. ADJOURNMENT

*** prior month handout
** enclosed
* handout


Stanford J. Hardeman, Superintendent

Balances through December						Fiscal Year 2011/12
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund						
1100	Teachers Salaries	211,852.00	238,784.00	124,369.62	81,837.11	32,577.27
1120	Certificated Substitutes				1,900.00	1,900.00-
1200	Certificated Pupil Support Ser	71,063.00	82,745.00	35,314.32	23,542.88	23,887.80
1300	Certificated Supervisor Admini	40,428.00	47,787.00	22,698.84	23,097.06	1,991.10
	Total for Object 1000	323,343.00	369,316.00	182,382.78	130,377.05	56,556.17
2100	Instructional Aides' Salaries	100,148.00	94,376.00	55,958.94	35,740.32	2,676.74
2200	Classified Support Salaries	4,888.00	9,888.00	3,040.48	2,446.15	4,401.37
2300	Classified Supervisors' Admini	96,038.00	96,248.00	47,568.00	47,883.00	797.00
2400	Clerical Technical Office Staf	107,771.00	113,456.00	57,763.96	55,664.34	27.70
2900	Other Classified Salaries	6,144.00	5,760.00		1,508.00	4,252.00
	Total for Object 2000	314,989.00	319,728.00	164,331.38	143,241.81	12,154.81
3101	STRS Certificated Positions	26,733.00	30,699.00	15,046.56	10,519.34	5,133.10
3102	STRS Classified Positions	300.00	300.00	180.00	119.98	.02
3201	PERS Certificated Positions	143.00	143.00		207.54	64.54-
3202	PERS Classified Positions	44,369.00	45,067.00	22,627.80	21,268.08	1,171.12
3301	OASDI Certificated Positions	187.00	592.00		124.63	467.37
3302	OASDI Classified Positions	18,614.00	18,307.00	9,665.88	8,424.31	216.81
3311	Medicare Certificated Position	4,636.00	5,606.00	2,604.54	1,999.47	1,001.99
3312	Medicare Classified Positions	4,716.00	4,646.00	2,290.94	1,993.16	361.90
3401	Health & Welfare Benefits Cert	76,725.00	88,913.00	43,856.76	29,237.82	15,818.42
3402	Health & Welfare Benefits Clas	83,711.00	83,581.00	43,311.90	40,399.64	130.54-
3501	SUI Certificated	5,154.00	6,140.00	2,936.28	2,256.57	947.15
3502	SUI Classified	5,347.00	5,334.00	2,645.77	2,276.84	411.39
3601	Workers' Compensation Certific	8,966.00	10,564.00	5,237.22	3,735.15	1,591.63
3602	Workers' Compensation Classifi	8,368.00	9,277.00	4,613.18	4,014.21	649.61
3701	OPEB, Allocated Certificated	21,054.00	42,109.00		9,786.57	32,322.43
3801	PERS Reduction Recapture	48.00	48.00		39.84	8.16
3802	PERS Reduction Recapture	5,855.00	5,848.00	2,961.42	2,694.29	192.29
	Total for Object 3000	314,926.00	357,174.00	157,978.25	139,097.44	60,098.31
4100	Approved Textbooks Core Curric	313.00	638.00		113.27	524.73
4200	Library and Reference Material	1,613.00	4,563.00		5,250.00	687.00-
4300	Materials and Supplies	15,757.00	15,963.00	701.67	4,216.34	11,044.99
4320	Custodial Supplies	1,600.00	1,600.00		550.91	1,049.09
4330	Office Supplies	6,000.00	6,000.00		486.13	5,513.87
4350	Vehicle Upkeep	7,000.00	7,000.00	1,574.82	80.08	5,345.10
4399	Mat & Sup Undesignated Bal		55,521.00			55,521.00

Selection Filtered by User Permissions, (Org = 1, Online/Offline = N, Fiscal Year = 2012, Period = 6, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through December						Fiscal Year 2011/12
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - Gen Fund (continued)						
4400	Noncapitalized Equipment	8,940.00	8,940.00	1,952.03		6,987.97
	Total for Object 4000	41,223.00	100,225.00	4,228.52	10,696.73	85,299.75
5100	Subagreements for Services	50,000.00	50,000.00			50,000.00
5200	Travel and Conference	26,774.00	28,634.00	6,020.05	13,335.89	9,278.06
5300	Dues and Membership	16,321.00	16,321.00	1,575.00	7,319.00	7,427.00
5400	Insurance	10,702.00	10,702.00		8,968.00	1,734.00
5500	Operation Housekeeping Service	10,000.00	10,000.00	1,103.83	1,370.22	7,525.95
5600	Rentals, Leases, Repairs, Nonc	8,603.00	8,103.00	422.44	217.44	7,463.12
5800	Professional Consulting	6,000.00	6,000.00	3,500.00	6,600.00	4,100.00
5801	Legal Services	40,386.00	40,386.00	20,000.00	1,500.00	21,886.00
5803	Legal Publications	500.00	500.00	175.00	50.00	375.00
5805	Personnel Expense	700.00	700.00	148.00	122.00	430.00
5806	Negotiations	2,000.00	2,000.00			2,000.00
5808	Other Services & Fees	1,500.00	1,500.00	660.55	569.45	270.00
5810	Contracted Services	247,903.00	273,351.00	119,207.55	103,852.07	50,291.38
5899	SPJUSD to Reimburse			3,780.32	525.96	4,306.28
5900	Communications	4,000.00	4,000.00	807.00	676.40	2,516.60
	Total for Object 5000	425,389.00	452,197.00	157,399.74	142,006.43	152,790.83
6400	Equipment		34,728.00		28,941.31	5,786.69
7110	County Tuition Inter Dist Agre	105,780.00	139,705.00	145,000.00	4,855.71	439.29
7141	Tuition, excess cost etc betwe	139,780.00	96,511.00	61,900.49	16,471.51	18,139.00
7310	Direct Support/Indirect Costs					.00
	Total for Object 7000	245,560.00	236,216.00	206,900.49	11,615.80	17,699.71
	Total for Expense accounts	1,665,430.00	1,869,584.00	873,221.16	605,976.57	390,386.27
	Total for Fund 01 and Expense accounts	1,665,430.00	1,869,584.00	873,221.16	605,976.57	390,386.27
	Total for Org 001, Fund 01 and Expense accounts	1,665,430.00	1,869,584.00	873,221.16	605,976.57	390,386.27

UNAPPROVED MINUTES OF THE REGULAR MEEETING OF THE
SIERRA COUNTY BOARD OF EDUCATION

December 13, 2011

Downieville School, Downieville, California

This meeting was videoconferenced at Loyalton Elementary School.

A. CALL TO ORDER

President TODD YORK called the meeting to order at 6:01 pm.

B. ROLL CALL

PRESENT: Mr. Todd York, President
Ms. Sharon Dryden, Vice President
Mr. Allen Wright, Clerk
Mr. Mike Moore, Member
Mr. Jeff Bosworth, Member

ABSENT: None

VACANT: None

STAFF: Ms. Rose Asquith, Business Manager
Ms. Hannah Tomatis, Administrative Assistant
Ms. Marla Stock, Site Administrator
Mr. Derek Cooper, Site Administrator
Ms. Marlene Mongolo/Testing/SELPA Director

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

MSCU/MOORE/WRIGHT

E. BOARD ORGANIZATION

1. Election of Officers for 2012
 - a. President – DRYDEN nominated ALLEN WRIGHT for President.
Motion Passed Unanimously.
 - b. Vice-President – MOORE nominated SHARON DRYDEN. YORK seconded.
Motion Passed Unanimously
 - c. Clerk – DRYDEN nominated JEFF BOSWORTH. YORK seconded.
Motion Passed Unanimously

F. INFORMATION/DISCUSSION ITEMS

1. CORRESPONDENCE - None

2. SUPERINTENDENT'S REPORT – Mr. Hardeman was absent due to illness

- a) Employee Recognition – Derek Cooper, LES and LMS principal, gave recognition to Peggy Daigle, Downieville Aide.
- b) Mr. WRIGHT announced that Tamara Hubbs was assigned to an Instructional Aide position, Loyalton Middle School, 1 hour daily, effective 11/21/2011

- c) Hillary Lozano assigned to Instructional Aide position, Downieville Elementary, 2 (correction to 4) hours daily, effective 11/28/2011
- d) Secure Rural Schools - the Senate has a bi-partisan agreement for five years. It includes a 5% declining revenue based on this year (and each fiscal year thereafter, the amount that is equal to 95 percent of the full funding amount for the preceding fiscal year). It is not law at this time.
- e) Derek Cooper presented a report on the Professional Learning Communities meetings in which teachers meet to discuss different avenues of the learning process to pursue for the students. Math options and reading chains (elementary students) will be discussed at tomorrow's PLC.
- f) Marla Stock, LHS principal, reported that the Middle School and High school teachers will be meeting together at tomorrow's PLC to discuss common core and essential core standards.
- g) Hannah Tomatis, Administrative Assistant, reported, per the Board's request, the affirmative response from several staff members in regards to BP/AR 1114, Social Media.

3. BUSINESS REPORT

Ms. Asquith presented the Board Report-Expenditures by Object 07/01/11 to 11/30/11. There were no comments or questions.

Ms. Asquith announced that the Sierra County Office of Education Business Office will be closed for the week of December 26, 2011, through January 2, 2012.

4. STAFF REPORT

Marlene Mongolo, SELPA Director

- CPR classes provided by the District on October 12, 2011. Certified: Barbara McKurtis, Lennie Garcia, Melissa Bayly, Heidi Bethke, Angela Kilmurray and Marlene Mongolo.
- Compliance Determination Report confirmed that 4.0 determinations were met for both County and District.
- SMARTER Balance Assessments that relate to the common core standards, replacing the STAR test in some grades, will be fully implemented by 2013-14 on a national level.
- Special Education will be under Self Review this year. The focus is to review all students and parents and a percentage of special education files to assure state requirements are met.

5. SPTA REPORT - None

6. BOARD MEMBER'S REPORT - None

7. PUBLIC COMMENT

President WRIGHT opened the meeting for public comment at 6:25 pm.

There was no comment at either location.

President WRIGHT closed the meeting for public comment at 6:25 pm.

G. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held November 8, 2011
2. Approval of bill warrants for month of November 2011

MSCU/YORK/MOORE
H. ACTION ITEMS

1. OLD BUSINESS

- a. Approval of Board Bylaw 9320, Meetings
MSCU/YORK/DRYDEN

MOORE mentioned a concern about the second and third paragraphs, under “Teleconferencing”, page five, contradicting one another.

Discussion ensued with varying statements regarding the pros and cons of the teleconferencing.

MOORE moved to eliminate the second paragraph, page five, under “Teleconferencing”.

DRYDEN seconded.

BOSWORTH: NO

YORK: AYE

MOORE: AYE

WRIGHT: AYE

DRYDEN: AYE

Motion Passed

- b. Approval of 2012 Sierra County Board of Education Meeting Calendar
MSCU/YORK/MOORE

2. NEW BUSINESS

- a. A Public Hearing for California Department of Education Certification of the Sierra County SELPA Annual Service Plan was opened at 6:38 pm. There was no comment and the hearing was closed at 6:38 pm.
- b. Adoption of the Sierra County SELPA Annual Service Plan
MSCU/DRYDEN/YORK
- c. Adoption of the Sierra County Office of Education Expulsion Appeal Handbook
MSCU/YORK/MOORE with changes adding language to identify the separate County Boards
- d. Approval of Fees and Charges Exhibit, E3260, revision
MSCU/YORK/MOORE
- e. Approval of BP 3580 District Records, revision
MSCU/YORK/MOORE
- f. Approval of AR 3580, District Records, revision
MSCU/MOORE/YORK
- g. Policies for Review, Possible Action:
- i. Board Bylaw 9130, Board Committees
 - ii. Board Bylaw 9220, Board of Education Elections
 - iii. Board Bylaw 9400, Board Self-Evaluation

h. Adopt 2011-2012 First Interim Actuals as of October 31, 2011

Ms. Asquith reported that the Department of Education numbers just came in late this afternoon: K-12 Education cut is 79.6 million rather than the 1.5 indicated in the board packet; that means that instead of \$189, it would be only \$13 less per student for ADA. Once signed into law, the adjustment would be presented as a budget revision. School supporting agencies are attempting to have the state take the cuts out of the revenue limit as opposed to hitting transportation directly. We will not get transportation funding if the triggers go into effect. There is still a 10 to 15 billion dollar shortfall for the state budget next year.

MSCU/MOORE/YORK

I. ADVANCED PLANNING

The next regular meeting of the Board will be held on Tuesday, January 10, 2012, at Loyalton Elementary School, Loyalton, California at 6:00 pm.

Suggested Agenda Items

There were no suggested agenda items.

a. Consolidated Application

J. ADJOURNMENT

MSCU/YORK/MOORE

Adjourned at 7:03 pm.

Allen Wright, Clerk

Stanford J. Hardeman, Superintendent

Checks Dated 12/01/2011 through 12/30/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00013362	12/07/2011	JANIS HARDEMAN	01-5810		2,175.00
00013363	12/07/2011	LAKESHORE LEARNING MATERIALS	01-4300		1,073.36
00013364	12/07/2011	LINGUI SYSTEMS INC.	01-4300	305.66	
			Unpaid Sales Tax	20.66-	285.00
00013365	12/07/2011	BARBARA MCKURTIS	01-5810		3,200.00
00013366	12/07/2011	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		30.00
00013367	12/07/2011	SIERRA VALLEY HOME CENTER	01-4300		415.59
00013368	12/07/2011	VOYAGER	01-4350	139.82	
			01-5200	29.80	
			01-5899	111.64	281.26
00013369	12/14/2011	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	3,913.00	
			76-9576	13,689.00	17,602.00
00013370	12/21/2011	ROSE ASQUITH	01-4350	32.19	
			01-5200	19.70	
			01-5899	59.11	111.00
00013371	12/21/2011	ILEARN	01-4200		1,500.00
00013372	12/21/2011	KEY CURRICULUM PRESS	01-4300		258.13
00013373	12/21/2011	BARBARA MCKURTIS	01-5810		4,000.00
00013374	12/21/2011	MARLENE MONGOLO	01-5200		39.00
00013375	12/21/2011	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571		4,504.75
00013376	12/21/2011	NCS PEARSON, INC.	01-4300		103.30
00013377	12/21/2011	HM RECEIVABLES CO LLC	01-4300		219.44
00013378	12/21/2011	SIERRA COUNTY OFFICE OF EDUCATION	01-5808		87.05
00013379	12/21/2011	SIERRA FRIDAY NIGHT LIVE, INC.	01-5810		200.00
00013380	12/21/2011	U.S. BANK	01-9200		350.00
00013381	12/21/2011	SUSAN VANDRUFF, OTR	01-5810		630.00
Total Number of Checks				20	37,064.88

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	19	18,891.79
76	Payroll Clearing	2	18,193.75
Total Number of Checks		20	37,085.54
Less Unpaid Sales Tax Liability			20.66-
Net (Check Amount)			37,064.88

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 1

CSBA Sample

Board Policy

Transitional Kindergarten

BP 6170.1

Instruction

Note: The following optional policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000, as amended by the Kindergarten Readiness Act of 2010 (SB 1381, Ch. 705, Statutes of 2010), gradually raises the age for admission into kindergarten over a four-year period. Children are eligible for kindergarten enrollment if they have their fifth birthday on or before December 2 in 2011-12, November 1 in 2012-13, October 1 in 2013-14, and September 1 in 2014-15 and beyond; see AR 5111 - Admission. Pursuant to Education Code 48000, children whose admission would be delayed because of the new age requirements must be offered a transitional kindergarten program beginning in the 2012-13 school year.

***Note: Education Code 48000 defines "transitional kindergarten" as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Education Code 48000 also specifies that transitional kindergarten shall not be construed as a new program or higher level of service; therefore, many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities, teacher certification) are also applicable to transitional kindergarten. The district shall receive state apportionments for students in a transitional kindergarten program who meet the program requirements specified in Education Code 48000. ***

***Note: A district could choose to accelerate implementation of the program prior to the dates specified in law, thus allowing all children whose fifth birthday will be between September 1 and December 2 to enroll in transitional kindergarten prior to 2014-15 at a date determined by the Governing Board. However, according to the California Department of Education (CDE), if a parent/guardian requests that his/her kindergarten-eligible child be admitted to kindergarten instead of transitional kindergarten, the district would need to honor that request because of the phase-in stipulated in law. Furthermore, whenever kindergarten-eligible children are enrolled in transitional kindergarten, the district must obtain a continuance form signed by the parent/guardian consenting to the child's enrollment in kindergarten the following year. The continuance form is necessary in order to receive kindergarten apportionments for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be given until near the end of the year of transitional kindergarten, since permission obtained unreasonably far in advance could be found invalid. ***

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program

shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 0420 - School Plans/Site Councils)
 (cf. 1220 - Citizen Advisory Committees)
 (cf. 6020 - Parent Involvement)

Eligibility

***Note: Pursuant to Education Code 48200, each person between the ages of 6 and 18 years is subject to compulsory full-time education, unless otherwise exempted by law. Thus, parents/guardians are not required to enroll children in transitional kindergarten or kindergarten but, if they do so, are subject to the age criteria specified below. ***

***Note: On a case-by-case basis, Education Code 48000 authorizes early entrance into kindergarten for children who reach age 5 later than the date specified below, provided the parent/guardian approves, the district determines it is in the child's best interests, and the district has provided the parent/guardian with information on the advantages and disadvantages of early admittance; see AR 5111 - Admission. ***

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. November 2 and December 2 in the 2012-13 school year
2. October 2 and December 2 in the 2013-14 school year
3. September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 - Admission)
 (cf. 5111.1 - District Residency)
 (cf. 5111.12 - Residency Based on Parent/Guardian Employment)
 (cf. 5111.13 - Residency for Homeless Children)
 (cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)
 (cf. 5141.31 - Immunizations)
 (cf. 5141.32 - Health Screening for School Entry)

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
 (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

***Note: In designing a modified kindergarten curriculum for purposes of transitional kindergarten, the district may refer to state model content standards for core subjects at the kindergarten level, Common Core Standards adopted pursuant to Education Code 60605.8, and state "preschool learning foundations"; see BP 6011 - Academic Standards. ***

Upon recommendation by the Superintendent or designee, the Board shall approve common core academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
 (cf. 6011 - Academic Standards)
 (cf. 6174 - Education for English Language Learners)

***Note: The following optional paragraph should be revised to reflect district practice. Pursuant to Education Code 46111 and 46117, at the kindergarten level the minimum school day is 180 minutes and the maximum school day is four hours (240 minutes), unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. The CDE advises that the district's annual instructional minutes for kindergarten, as reflected in its annual audit, is the number of instructional minutes that should be offered to transitional kindergarten students; also see AR 6112 - School Day. ***

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

(cf. 6111 - School Calendar)
 (cf. 6112 - School Day)

***Note: The following optional paragraph may be revised to reflect district practice. According to the CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and

unique experiences for transitional kindergarten and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether transitional kindergarten and kindergarten students may be enrolled in the same classrooms. ***

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

***Note: The Commission on Teacher Credentialing, in its Credential Information Alert on "Transitional Kindergarten Assignments," clarifies that a transitional kindergarten classroom is appropriately staffed by any holder of a multiple subjects teaching credential. A holder of a child development permit is not authorized to teach transitional kindergarten since the definition of transitional kindergarten in Education Code 48000, as amended by SB 1381 (Ch. 705, Statutes of 2010), clarifies that transitional kindergarten classrooms are not preschool classrooms or child development programs. ***

***Note: Transitional kindergarten assignments are subject to assignment monitoring and reporting by county offices of education in accordance with Education Code 44258.9. ***

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

***Note: The following optional paragraph is consistent with guidance in CDE's "Transitional Kindergarten FAQs." ***

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

***Note: Pursuant to Education Code 46300, the district may not include for apportionment purposes the attendance of any student for more than two years in a combination of transitional kindergarten and kindergarten. ***

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 Extended-day kindergarten

44258.9 Assignment monitoring by county office of education

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48200 Compulsory education, starting at age six

60605.8 Academic Content Standards Commission, development of Common Core Standards

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten Assignments, Credential Information Alert, August 25, 2011

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>
California Kindergarten Association: <http://www.ckanet.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Transitional Kindergarten California: <http://www.tkalifornia.org>

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Policy Adopted: January 1, 2012

Sierraville, California

K-12 California's
**Common Core
Content Standards** for

Mathematics

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

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

Counting and Cardinality

K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

¹Include groups with up to ten objects.

²Drawings need not show details, but should show the mathematics in the problem.
(This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten

K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³
4. **Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA-Standard MG 1.2)**
 - a. **Name the days of the week. (CA-Standard MG 1.3)**
 - b. **Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night). (CA-Standard MG 1.4)**

Geometry

K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

³Limit category counts to be less than or equal to 10.

California's Common Core Content Standards for

English Language Arts

&

Literacy in History/Social Studies,
Science, and Technical Subjects

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 19-20 for additional expectations.)

5. Recognize common types of texts (e.g., storybooks, poems, **fantasy**, **realistic text**).

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Grade 1 Students:

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)

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.

6. Identify who is telling the story at various points in a text.

7. Use illustrations and details in a story to describe its characters, setting, or events.

8. (Not applicable to literature)

9. Compare and contrast the adventures and experiences of characters in stories.

Grade 2 Students:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.)

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Standards for Literature K-5

Kindergartners:

Grade 1 Students:

Grade 2 Students:

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

- a. Activate prior knowledge related to the information and events in texts.
- b. Use illustrations and context to make predictions about text.

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

- a. Activate prior knowledge related to the information and events in a text.
- b. Confirm predictions about what will happen next in a text.

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.

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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).

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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 on page 22 for additional expectations.)

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). (See grade 4 Language standards 4-6 on page 22 for additional expectations.)

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

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.

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.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Distinguish their own point of view from that of the narrator or those of the characters.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

6. Describe how a narrator's or speaker's point of view influences how events are described.

Reading Standards for Literature K-5

Grade 3 Students:

Integration of Knowledge and Ideas

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).
8. (Not applicable to literature)
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).

Grade 4 Students:

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).
8. (Not applicable to literature)
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).

Grade 5 Students:

Integration of Knowledge and Ideas

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).
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).
8. (Not applicable to literature)
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).
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.
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.
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.

Range of Reading and Level of Text Complexity

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.
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.

Reading Standards for Informational Text K-5

Kindergartners

Grade 1 Students

Grade 2 Students

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
 1. Ask and answer questions about key details in a text.
 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
 2. With prompting and support, identify the main topic and retell key details of a text.
 2. Identify the main topic and retell key details of a text.
 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- ### Craft and Structure
4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 19-20 for additional expectations.)
 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)
 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.)
 5. Identify the front cover, back cover, and title page of a book.
 5. Know and use various text features (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 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.
 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ### Integration of Knowledge and Ideas
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 7. Use the illustrations and details in a text to describe its key ideas.
 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 8. With prompting and support, identify the reasons an author gives to support points in a text.
 8. Identify the reasons an author gives to support points in a text.
 8. Describe how reasons support specific points the author makes in a text.
 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 9. Compare and contrast the most important points presented by two texts on the same topic.
- ### Range of Reading and Level of Text Complexity
10. Actively engage in group reading activities with purpose and understanding.
 10. With prompting and support, read informational texts appropriately complex for grade 1.
 - a. Activate prior knowledge related to the information and events in a text.
 - b. Confirm predictions about what will happen next in a text.
 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.

Reading Standards for Informational Text K-5

Grade 3 Students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.

Craft and Structure

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. **(See grade 3 Language standards 4-6 on page 22 for additional expectations.)**

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4 Students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.

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. **(See grade 4 Language standards 4-6 on page 22 for additional expectations.)**

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.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.

8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5 Students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

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. **(See grade 5 Language standards 4-6 on page 22 for additional expectations.)**

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.

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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).

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Informational Text K-5

Grade 3 Students:

Range of Reading and Level of Text Complexity

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.

Grade 4 Students:

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 range.

Grade 5 Students:

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.

Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. **Blend two to three phonemes into recognizable words.**
 - e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade 1 Students:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K-5)

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Grade 2 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.
-
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluency

4. Read emergent-reader texts with purpose and understanding.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.

Reading Standards: Foundational Skills (K-5)

Grade 3 Students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

Grade 4 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. 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.

Grade 5 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. 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.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners.

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 2)

Grade 1 Students.

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.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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.
4. (Begins in grade 2)

Grade 2 Students.

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.
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.
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.
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.)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).

Writing Standards K-5

Kindergartners:

Grade 1 Students:

Grade 2 Students:

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

9. (Begins in grade 4)

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 2)

10. (Begins in grade 2)

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.

Writing Standards K-5

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Speaking and Listening Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners

Grade 1 Students

Grade 2 Students

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
 6. Speak audibly and express thoughts, feelings, and ideas clearly.
6. Speak audibly and express thoughts, feelings, and ideas clearly.
 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
 2. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 - a. Give, restate, and follow simple two-step directions.
 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.
 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - a. Plan and deliver a narrative presentation that recounts a well-elaborated event that includes details, reflects a logical sequence, and provides a conclusion.
 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.
 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 18 and 19 for specific expectations.)
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three- and four-step oral directions.
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.
 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - a. Plan and deliver a narrative presentation that recounts a well-elaborated event that includes details, reflects a logical sequence, and provides a conclusion.
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.
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 on pages 18 and 19 for specific expectations.)

Speaking and Listening Standards K-5

Grade 3 Students:

Comprehension and Collaboration

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.
 - a. 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.
 - b. 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).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

Grade 4 Students:

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.
 - a. 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. 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.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade 5 Students:

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.
 - a. 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker or media source provides to support particular points.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Language Standards K-5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.

Grade 1 Students

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - e. 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*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Grade 2 Students

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. **Create readable documents with legible print.**
 - b. Use collective nouns (e.g., *group*).
 - c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - d. Use reflexive pronouns (e.g., *myself, ourselves*).
 - e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - g. 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*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

Kindergartners:

Knowledge of Language

- (Begins in grade 2)

Grade 1 Students:

- (Begins in grade 2)

Grade 2 Students:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

- 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

- 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *ighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas**.

- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scow*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurt*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Language Standards K-5

Kindergartners:

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1 Students:

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., *I named my hamster Nibbles because she nibbles too much because she likes that*).

Grade 2 Students:

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*).

Grade 3 Students:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. Use reciprocal pronouns correctly.
 - d. Form and use regular and irregular plural nouns.
 - e. Use abstract nouns (e.g., *childhood*).
 - f. Form and use regular and irregular verbs.
 - g. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - h. Ensure subject-verb and pronoun-antecedent agreement.*
 - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - j. Use coordinating and subordinating conjunctions.
 - k. Produce simple, compound, and complex sentences.

Grade 4 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Write fluidly and legibly in cursive or joined italics.
 - b. Use interrogative, relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
 - c. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
 - d. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
 - e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - f. Form and use prepositional phrases.
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - h. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*

Grade 5 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
 - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Kindergarten

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes/forms, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.

Communication and Expression Through Original Works of Art

- 2.4 Paint pictures expressing ideas about family and neighborhood.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art. 2.7 Create a three-dimensional form, such as a real or imaginary animal.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
- 3.2 Identify and describe works of art that show people doing things together.

Diversity of the Visual Arts

- 3.3 Look at and discuss works of art from a variety of times and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Make Informed Judgments

- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Questions: State Board of Education | 916-319-0827

California State Board of Education
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Sacramento, CA 95814

Last Reviewed: Thursday, June 16, 2011

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Extracurricular And Cocurricular Activities

AR 6145

Instruction

Definitions

Extracurricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Cocurricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

Grades 7-8

The grade point average used to determine eligibility shall be based on the grades entered into the district's attendance/grading program on a designated day of every school week, i.e. Tuesday.

When a student becomes ineligible to participate in extracurricular or cocurricular activities, the student's parent will be notified by the school designee or supervisor of activity (i.e. team coach).

Grades 9-12

The grade point average used to determine eligibility shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. (Education Code 35160.5)

Regulation SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
approved: April 10, 2007 Sierraville, California
revised: October 9, 2007

Sierra County/Sierra-Plumas Joint USD

Board Policy

Extracurricular And Cocurricular Activities

BP 6145

Instruction

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-8 must demonstrate weekly satisfactory academic progress including but not limited to:

1. Maintenance of a grade report that reflects no "F's" or failing grades.
 - a. Students may practice with an "F" grade but are not allowed to participate in games, tournaments, or travel with the team.
 - b. Students who are ineligible three times in a season will be dropped from the team for the remainder of the season.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to:

(Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no "F" grade(s)
2. Maintenance of minimum progress toward meeting high school graduation requirements
3. Students must meet eligibility requirements as defined by California Interscholastic Federation (CIF)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

Pupils or adult education students who choose to engage in independent study are to have the same access to existing services and resources as the other pupils or adult education students of the school in which the independent study pupil or adult education student is enrolled; and pupils or adult education students who choose to engage in independent study are to have equality of rights and privileges with the pupils or adult education students of the district or county office of education who choose to continue in the regular program. (5 CCR 11701.5)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CDE LEGAL ADVISORIES

001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0

409.87 Requirements for Pupil Participation in Extracurricular and Cocurricular activities, AB 2613, CIL: 86/87-11

WEB SITES

California Association of Directors of Activities: <http://www.cada1.org>

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