

11/12/04  
Dr. Gary Yee  
Board President  
Oakland Unified School District  
1025 2<sup>nd</sup> Avenue  
Oakland, CA 94606

Dear President Yee,

A charter petition for the COVA Music Conservatory Charter School is enclosed. The petition contains the signatures of:

Five teachers who are meaningfully interested in teaching at the school. They represent 83% of the number of teachers that the school anticipates employing during the first year of operation.

We hereby submit the petition and request that the staff and governing board of the Oakland Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code 47605.

We look forward to developing a charter school and educational programs that lead to a positive and lasting partnership between the charter school and district.

I will serve as the Lead Petitioner and as the group's liaison for all communications during the review and approval process. We look forward to the hearing and approval process. We understand that an initial public hearing of this charter petition will be held by December 17, 2004 and that a decision to grant or deny the charter will occur by February 17, 2005 as required by the Charter Act. Please do not hesitate to contact me if you or any other board members have any remaining questions or concerns. We would be pleased to meet with you or any other board members to resolve or answer any outstanding questions or concerns prior to the hearing.

Thank you for your continued support,

Valerie M. Abad  
Lead Petitioner

cc: district superintendent, board members

*Petition for the Establishment of the COVA Music Conservatory Charter School*

**We the undersigned** believe that the attached Charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the COVA Music Conservatory Charter School. The COVA Music Conservatory Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are:

- **Teachers who are meaningfully interested in teaching in the charter school**

**By the Lead Petitioner:**

_____	_____	_____
Name (print)	Signature	Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board.

**By the Petitioners:**

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

_____	_____	_____
Name (please print)	Signature	Date

**Charter Of the COVA Music Conservatory Charter School:**  
A California Public Charter School

**Whereas** the governing board of the Oakland Unified School District received a valid charter petition on November 5, 2004, duly signed by authorized teachers and submitted pursuant to Education Code Section 47605, and

**Whereas** the governing board of the Oakland Unified School District, after holding a public hearing by December 17, 2004, within 30 days of receipt of the charter application, and considering the level of staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition:

**Resolved** that the governing board of the Oakland Unified School District hereby approves and grants this charter petition by a vote of \_\_\_ to \_\_\_ on \_\_\_\_\_.  
(date)

**Be it further resolved** that this charter constitutes a binding contract upon Oakland Unified School District and COVA Music Conservatory Charter School.

***Witnessed:***

\_\_\_\_\_

Dr. Gary Yee, *President*

*Oakland Unified School District Board of Education*

## **Mission Statement**

*The mission of the COVA Music Conservatory Charter School is to equip urban students grades 4 – 9 with literacy necessary for the 21st century: the ability to read, write, speak, and calculate with clarity and precision; the ability to participate passionately in the Arts and performance of the community, the ability to participate fully as a citizen of the community, nation, and world, and develop a desire for continued learning throughout their lives. The COVA Music Conservatory Charter School will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships both within and outside the school, and will perform service to the greater community.*

## **Research Foundation**

**(See attachment A)**

## **A. Educational Program**

The Charter Schools Act (section 47605(b)(5)(A)) states that the description of the educational program in the charter document must include three elements:

- The COVA Music Conservatory Charter School will offer the opportunity for children in grades 4-9 to explore and develop their musical abilities through vocal, instrumental and musical composition.
- The students of COVA will develop the necessary skills and knowledge to participate fully in work and citizenship in the 21<sup>st</sup> century. Students will receive instruction in the CORE curricular areas as well as musicianship, leadership, and performance.
- Students learn best when engaged in the learning process through activities that enhance learning and stimulate excitement and desire to excel. Students at COVA will participate in a curriculum that integrates CORE curriculum, Technology, and Music.
- COVA encourages students to develop independence in the learning process and practice habits that stress life-long learning.

## **B. Measurable Pupil Outcomes**

*Students of COVA Music Conservatory Charter School will demonstrate the following skills upon graduation:*

### **1. CORE ACADEMIC SKILLS.** *Appropriate age or grade-level mastery of:*

**History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world with an emphasis on elements of music that provide richness to past and present world cultures.

**Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, musical notation and mathematical conceptualization of music, and other mathematical subjects that the staff and school governing board deem appropriate.

**Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Underlying and utilized throughout each of the above subject areas will be other core skills such as: critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge) the ability to effectively use technology

- Creative expression through various forms of music, drama, and movement.
- Knowledge of pertinent issues of health and the development of physical fitness

### **2. LIFE-LONG LEARNING SKILLS.** Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

Study skills and habits, e.g., note-taking, library research skills, studying strategies, computer competence including the:

- Ability to plan, initiate, and complete a project
- Ability to reflect on and evaluate one's own and others' learning and performance.

### **3. SOCIAL/INTERPERSONAL SKILLS.**

*Students will demonstrate:*

- Citizenship and leadership skills by planning and implementing performance based projects in service to the school and greater community
- Ability to engage in responsible, compassionate peer relationships, by participating in school, and community activities to enhance a sense of school community and social responsibility and awareness
- Ability to collaborate and work effectively with others in cooperative groups

**4. LIFE SKILLS.** *Students will develop skills necessary for a healthy adult life, including: Personal financial management skills (e.g., budget development, balancing check books)*

- Job readiness and career development skills (e.g., developing resumes, job internship skills)
- Higher education continuance skills (e.g., college applications, financial aid forms)

These student exit outcomes will be further subdivided into a list of specific "classroom-level" skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the Oakland Unified School District standards, and the California state content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of "benchmark" performances at various points throughout their experience at the COVA Music Conservatory Charter School. These benchmark and classroom-level skills will be developed prior to the school commencing instructional operations.

In order to best serve our students and community, the COVA Music Conservatory Charter School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The COVA Music Conservatory Charter School will submit to the district board at any time prior to expiration a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

At least 50% of COVA Music Conservatory Charter School students will show one grade level progress each academic year, as evidenced by scores on the Stanford 9 and/or other standardized tests and successful completion of portfolios consisting of music performance portfolios including photo and video documentation. In the belief that attendance is an essential component of the learning process, 90% of COVA students will demonstrate 90% or greater attendance.

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plans or English proficiency levels.

### **C. Methods to Assess Pupil Progress towards Meeting Outcomes**

COVA Music Conservatory Charter School students will be assessed in each of the core academic skill areas through standardized tests, including the Stanford 9 Achievement Test (and any appropriate district tests), and a combination of ongoing "authentic" assessments, such as portfolios and in their citizenship and musicianship through public performances and documentation of entry musical ability and yearly progress.

All COVA Music Conservatory Charter School students will design and participate in at least one community performance, documenting their performance through photos, audio or videotapes.

#### **Exit Outcomes:**

Students matriculating from the COVA Music Conservatory Charter School will demonstrate proficiency in music through their portfolio of performance (audio, video, and performance documentation). They will demonstrate their academic proficiency by receiving passing grades in all CORE curriculum, raise their Stanine level on the CAT6 (as measured by pre-enrollment and matriculating test scores), and at least 50% of students scoring at the proficient level in reading and mathematics on the STAR assessment battery.

#### **Curriculum:**

The curriculum for all grade levels will ensure mastery of the state curricular and content standards, as well as standards identified and developed by the faculty, parents and students at COVA Conservatory. See addendum B.

#### **Assessment**

Academic mastery of core academic skills will be assessed through the state standardized tests as well as assessments adopted by COVA Conservatory to track student progress more frequently during each school year. Additionally portfolios and records will be kept which document: student projects; community internships; participation in community performance groups (bands, orchestras); college classes or advanced courses completed; public performance; and awards and honor received.

All COVA Music Conservatory Charter School students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a stanine score on the Stanford 9 of 3 or above and a grade point average of 2.0 or better on all classes. "Mastery" for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.



## **D. Governance Structure of School**

The COVA Music Conservatory Charter School will constitute itself as a California Non-Profit Public Corporation pursuant to California law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. The founding board members are listed in Appendix C, and the bylaws will call for two parents to sit on the governing board. The school's governing board will also include a representative of the local music community, an educational specialist, a specialist in the area of Special Education, and a representative of the local business community. The school's bylaws will also permit one representative of the governing board of the Oakland Unified School District to serve on the school's governing board. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a district staff or board member and will sit on the board as a nonvoting member who facilitates communications and mutual understanding between the charter school and district.

The COVA Music Conservatory Charter School will encourage parents to form a parent advisory committee to the school's governing board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies. The school will maintain in effect general liability and board errors and omissions insurance policies.

The COVA Music Conservatory Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

The COVA Music Conservatory Charter School and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During its first year of operation, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay to the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After its first year of operations, the school shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

The COVA Music Conservatory Charter School will be submitting a petition for use of the OUSD property and facilities under Proposition 39. The charter school and district shall enter into a lease agreement with standard terms, and specifying that the charter school shall pay rent as specified under the proposition. The lease shall also specify that the Oakland Unified School District is responsible for all major maintenance at a level comparable with major maintenance services provided for similar facilities and the charter school is responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs. The Oakland Unified School District agrees to promptly notify the charter school in the event that the district vacates existing space or constructs new facilities that may be appropriate for instructional purposes. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the charter school and charter-granting agency.

#### **E. Employee Qualifications**

The COVA Music Conservatory Charter School will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

The COVA Music Conservatory Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity.

Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

## **F. Health and Safety Procedures**

Prior to commencing instruction, the COVA Music Conservatory Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

## **G. Means to Achieve Racial/Ethnic Balance Reflective of District**

The COVA Music Conservatory Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.

## **H. Admission Requirements**

The COVA Music Conservatory Charter School will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Application to the school shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies. The application process will include:

- A completed application for admission
- A student essay explaining their desire to participate in COVA
- A parental participation agreement (4 hours per month)
- An audition demonstrating their musical skill or ability
- A complete transcript demonstrating current grade placement

## **I. Audit and Reporting Process**

The COVA Music Conservatory Charter School's board of directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget

Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the [insert name of charter-granting agency] The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The COVA Music Conservatory Charter School will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C.
- An analysis of whether student performance is meeting the goals specified in Element B. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The charter school and charter-granting agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.

The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

## **J. Pupil Suspension and Expulsion**

The COVA Music Conservatory Charter School will develop and maintain a comprehensive set of student discipline policies. These policies will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school director may, pursuant to the school's adopted policies, discipline, and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's governing board upon recommendation of the director. The school's policies will provide all students with an opportunity or due process and will be developed to conform to applicable federal law regarding students with exceptional needs. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

## **K. Retirement System**

Staff at the COVA Music Conservatory Charter will have access to school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. The School retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

## **L. Attendance Alternatives**

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

## **M. Description of Employee Rights**

Charter School staff that has left permanent status employment in the district to work at the COVA Music Conservatory Charter School shall have the right to return to a comparable position in the district during their tenure at the school. Such staff shall also continue to earn service credit in the district. To the extent allowed by the charter school's adopted personnel policies, staff may opt to purchase employee benefits from the district, or have the charter school purchase employee benefits on their behalf.

## **N. Dispute Resolution Process, Oversight, Reporting, and Renewal**

### **Intent**

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

### **Public Comments**

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes Arising from within the School**

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

### **Disputes between the School and the Charter-Granting Agency**

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the superintendent of the district [or county] and director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the district [or county] and director of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

### **Oversight, Reporting, Revocation, and Renewal**

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the School in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I. Within two months of the receipt of this annual review, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.



## **O. Labor Relations**

The COVA Music Conservatory Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

## **P. Procedure for School Closing**

In the event that conditions necessitate the closing of the school, parents will be notified and school community meetings will be held to identify alternative educational programs available to students at COVA. COVA Charter will work with Oakland Unified School District to place students at appropriate available sites.

**The term of this charter shall begin on June 1, 2005 and expire 5 years thereafter.**

## **Additional Clauses:**

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the charter school and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and governing board of the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

All official communications between the COVA Music Conservatory Charter School and Oakland Unified School District charter-granting agency will be sent via First Class Mail or other appropriate means to the following addresses:

COVA Music Conservatory, 6454 Valley View Road, Oakland, CA 94611  
Oakland Unified School District, 1025 2<sup>nd</sup> Ave., Oakland, CA 94606

*Cover Letter for Charter Petition Submission to State Board of Education*

COVA Music Conservatory Charter School  
6454 Valley View Road  
Oakland, CA 94611

Date

Charter Schools Office  
California Department of Education  
P.O. Box 944272  
Sacramento, CA 94270

Dear Janet Wadley,

We are pleased to provide the enclosed copy of our charter petition, which was approved by the Board of Education of the Oakland Unified School District in a \_\_\_\_ vote on \_\_\_\_\_. We are hereby providing the written notice of that approval pursuant to Education Code Section 47605 (I).

The charter petition includes the requisite signatures and received an extensive review by the Oakland Unified School District staff and board. This review included the required public hearing, during which the board heard strong support from many staff members, community members, and parents from the community.

Sincerely,

Valerie M. Abad

Lead Petitioner

**Sample Proposed Courses by Grade Level**

Additional musical ensemble and musical enrichment will be offered before  
or after school hours.

<b>Grade</b>	<b>Course Plan</b>
4	Language Arts – State Standards 4 General Math – State Standards 4 California History – State Standards 4 Physical Education/Rhythm and Dance General Science: Natural Science – State Standards 4 Choir or Beginning Instrumental Musicianship/Foundations of Music Arts and Crafts I Foreign Language
5	Language Arts – State Standards 5 General Math – State Standards 5 World Geography – Cultures – State Standards 5 Physical Education/Rhythm and Dance General Science: Scientific Method – State Standards 5 Choir or Instrumental Music Musicianship/Performance Arts and Crafts II Foreign Language
6	Language Arts – State Standards 6 General Math – State Standards 6 or Pre-Algebra U.S. Geography – States/Government – State Standards 6 Physical Education/Movement and Dance General Science: Scientific Method – State Standards 6 Choir or Instrumental Music Musicianship/Performance Art Exploration Foreign Language
7	Comprehensive English – State Standards 7 General Math – State Standards 7 or Pre-Algebra World History – State Standards 7 Physical Education/Movement and Dance Life Science – State Standards Choir or Instrumental Music Musicianship/Performance Basic Art I or Computer Arts Foreign Language

Sample Proposed Courses by Grade Level (Cont.)

8	Comprehensive English – State Standards 8 Pre-Algebra or Algebra or Geometry – State Standards U.S. History/Geography/Constitution – State Standards Physical Education/Movement and Dance Physical Science – State Standards Choir or Instrumental Music Musicianship/Performance Foreign Language Basic Arts II or Computer Arts
9	English/World Literature Algebra or Geometry Physical Education/Driver’s Training Integrated Science Choir or Instrumental Music Musicianship/Performance Foreign Language Ensemble or Theater Arts Elective

**Research Related to the Benefits of Musical**  
**Instruction on Academic Achievement, Cognitive**  
**Development, and Health**

**(In support of the application for the COVA Music  
Conservatory Charter School to open in Oakland, CA in  
September 2005)**

**Prepared by Valerie Abad, Lead Petitioner**

**11/04**

## **Introduction**

The educational functions of music, like the educational functions of the other arts, are not well understood by parents or by those who shape educational policy. The general public does not think of music as the product of complex forms of thinking. In terms of educational priorities music is regarded as nice, but not necessary. It occupies a place on the rim of education, not at its core. Music begins to become important when the public believes it contributes to extra-musical outcomes, such as its highly touted contributions to spatial reasoning and math performance. The purpose of this research is to establish the value of a musical education in support of a proposal and charter application for a music conservatory school to be opened in Oakland, California in 2005.

## **Review of Research: Music and Education**

Music gives a soul to the universe,  
Wings to the mind,  
Flight to the imagination ...  
And life to everything.

--Plato

In 2001 the Reviewing Education and the Arts Project (REAP), conducted a meta-analysis of studies conducted between 1950-1999 testing the claim that studying the arts leads to academic improvement. A large causal relationship was found between learning music and spatial-temporal reasoning. The effect was greater when standard music notation was learned in conjunction with music performance, but even without notation the effect was large. The value for education is great, since the effect worked equally for both general and at-risk populations, had relatively little cost, and influenced many students.

Gordon Shaw and Frances Rauscher suggested a relationship between music and spatial intelligence that included the ability to recognize objects visually, form mental images of them, and detect variations among objects. Shaw proposed that these processes involve certain firing patterns in highly structured, interconnected neurons in the brain. The development of these firing patterns allows us to perform complex tasks requiring advanced reasoning used in chess, mathematics, and engineering. Shaw and Rauscher suggested that music cognition required the same temporal sequences as spatial-temporal reasoning and the ability to execute the higher reasoning tasks could be strengthened through experience or learning. Shaw and Rauscher conducted a study using 42 boys and 36 girls of normal intelligence between the ages of 3 and 5. The children were divided into 4 groups: keyboarding (students received private piano lessons and participated in

group singing); singing (participated in the group singing only); computer (received private computer lessons involving use of software to teach basic reading and math skills); no lessons (control group who received only the general pre-school program). The children were tested before and after the training on the Spatial Reasoning subtest of the Wechsler Preschool and Primary Scale of Intelligence-R. The results revealed that music training for the keyboard group produced a dramatic overall increase in spatial-temporal abilities such as figuring out jigsaw puzzles and shape arrangements. Pre-training scores produced a mean value of 9.79, with post-training scores having a mean of 13.41. All other groups scored significantly lower; with a mean score at least 2 points lower.

Research in neuropsychology suggests ways that music can enhance learning. Optimal learning occurs when the two hemispheres of the brain work together. Any teaching strategy, such as music, that integrates the functions of both hemispheres uses the natural design of the brain to make learning easier, faster, and more fun (Caine, Caine, & Crowell, 1994; Campbell, 1986; Healy, 1994; Howard, 1994; Williams, 1983).

Music synchronizes the right and left hemispheres of the brain. Researchers report that the left hemisphere analyzes the structure of music, while the right hemisphere focuses on the melody (Breitling, Guenther, & Rondot, 1987; Campbell, 1986). The hemispheres of the brain work together when emotions are stimulated, attention focused, and motivation heightened. Rhythm acts as a hook for capturing attention and stimulating interest. Once a person is motivated and actively involved, learning is optimized.

Electroencephalogram tests reveal that music alters brain waves, making the brain more receptive to learning. Don Campbell, Director of the Institute for Music, Health,



and Education, explains that music "rhythmically and harmonically stimulates essential patterns of brain growth" (Campbell, 1992, p. 53). A number of recent research studies suggest other ways that music accelerates learning:

- Preliminary research at the Center for the Neurobiology of Learning and Memory at the University of California, Irvine, shows that music enhances higher-brain functions. Subjects who listened to 10 minutes of music (in this case, Mozart) prior to taking the abstract reasoning portion of the Stanford-Binet ability test did better than those using a relaxation tape or meditating before the test. It appears that complex music may promote more complex thinking (Viadero, 1993).
- Mary Jane Collett (1991) reports that the Learning To Read Through the Arts (LTRTA) program results in improved attitudes toward the arts, reading, and learning in general, and that it substantially improves academic achievement. This program uses the arts, including music, as a stimulus for teaching reading, writing, and higher-level thinking skills.
- Shaw (1993) examined how learning to play an instrument or singing in groups affected children's learning. The preliminary results showed that music training improves preschoolers' performance on spatial-reasoning tasks, such as puzzles or mazes.
- Campbell (1986) and Keen-Payne & Cagle (1993) found music heightens emotional involvement in learning. This heightened involvement creates a stronger neural connection, which in turn makes it easier to remember information. All learning incorporates emotions and thinking (Caine & Caine,

1991). Instructional approaches that combine both, as music does, are most effective.

Hanson, Silver, and Strong (1991) identified four types of learners: 1) sensing thinking, 2) sensing feeling, 3) intuitive thinking, and 4) intuitive feeling. Schools tend to focus on the learning styles of sensing and intuitive thinking students, shortchanging those students classified as sensing feeling or intuitive feeling. Sensing-feeling students typically focus on personal feelings and values, friendships, and interpersonal relationships. They tend to do well through grade four, but they often struggle in the upper elementary / middle school years, when the learning environment becomes more competitive. Intuitive feelers look for new ways of doing things. Although not academically at risk, they often feel alienated. Music offers all students, regardless of learning style, the opportunity to explore the self, communicate, generate ideas, and focus on relationships.

Music in the classroom can reduce stress, increase productivity, regulate energy, and create a relaxed and supportive learning environment. Such an environment aids students in learning. Stress reduces the flow of blood and oxygen to the brain, results in mental blanks, a reduced willingness to take intellectual risks, difficulty engaging in higher level thinking, and often a sense of helplessness. Too much stress interferes with learning (Caine & Caine, 1991).

Suggestology, a teaching method designed by a Bulgarian physicist, Dr. Georgi Lozanov, uses music to accelerate learning (Campbell & Brewer, 1991; Ostrander & Schroeder, 1979; Prichard & Taylor, 1980). This approach has found success in accelerating learning by focusing on creating optimal internal and external conditions for

learning through music, specifically of the baroque style including composers such as Bach, Handel, Pachelbel, and Purcell.

Music's novelty, its power to evoke emotions, and its role as a universal language all serve to nurture creativity. It provides new perspectives for sensing the world around us.

Most people learned their ABCs musically. Teachers have long known that students more readily remember facts when they are put to a rhythm. Advertisers count on the public remembering their products because of an advertising jingle or song. The rhyme, rhythm, and repetition of music make it easier to remember facts. Music captures our attention and balances repetition with novelty, which, in turn, facilitates retention (Maute, 1987; Woolfolk, 1995). In addition, our bodies "feel" the rhythm, thus incorporating our kinesthetic sense in the remembering process. Musical mnemonics, because of their novel, multi-sensory approach, are particularly beneficial to at-risk learners (Gfeller, 1986; Hanson, Silver, & Strong, 1991).

Research is clear that physical and mental health are important factors in learning. Carefully designed musical compositions can help fortify our immune system, reduce our feeling of pain, and enhance certain higher mental functions (Pouliot, 1998). Recent studies show that music does more than "pep us up", it can actually alter the body's physiology, making us happier, healthier, and smarter. Alan Watkins of the Department of University Medicine, Southampton General Hospital, England, examined music's effect on the immune functions in healthy adults. Based on preliminary investigation, researchers postulated that if music induces a positive mind-set, it should enhance the production of salivary immunoglobulin A. Immunoglobulin A (IgA) is the first line of

defense in the body's immune system. When a virus or other microbe enters the body, we immediately increase our production of IgA to intercept and fight off the invading pathogen. In a study at the Institute of HeartMath, subjects were exposed to three types of music (rock, New Age, and designer) for 15 minutes per day. The designer music consisted of melodies and rhythms created to produce the desired result (such as music to induce relaxation, attention, etc.). Saliva samples were collected immediately before and after the listening period, and the samples were tested for the change in content of salivary IgA. Using the designer music, salivary IgA shot up 140 percent on average, indicating a major boost for the immune system. Rock and New Age music did not lead to statistically significant changes in IgA levels. Numerous studies have also indicated that certain types of vibrations, particularly musically fluctuating vibrations, have a strong influence on our perception of pain and thus on our overall sense of health.

Dai and Shader (2001) conducted a study of parent's motivation for selecting music education for their children, and how their involvement impacts children's continuation in music instruction. Besides the straightforward development of musical talent, there are many incentives that motivate parents' decisions to involve their children in musical training. One reason relates to intrinsic benefits such as the development of musical and aesthetic sensitivity and enrichment of inner life (Csikszentmihalyi, Rathunde, & Whalen, 1993). Other reasons relate to more extrinsic factors such as status (e.g., social recognition, fame, applause) and more opportunities and avenues for success. Yet another category of reasons involves the use of musical study as a way to develop desirable personal attributes, such as work ethic, diligence, or increased intelligence (Gardner, 1997). In a

retrospective study, Sosniak (1997) found that parents of eminent pianists typically had an avocational interest in music. Davidson et al. (1996) also found that parents of musically successful children tended to be involved in music themselves (in the form of listening to music) and tended to increase their own levels of involvement over the period of time when their children were taking music lessons.

There is research suggesting that parental encouragement emphasizing the intrinsic value of the task at hand facilitates children's intrinsic motivation for that task, while an emphasis on extrinsic consequences decreases children's intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994). Besides, intrinsic expectations (with an emphasis on intrinsic rewards of music training) have a more positive influence than extrinsic expectations (with an emphasis on extrinsic rewards), although both may be needed to sustain a prolonged process of talent development (Dai, Moon, & Feldhusen, 1998).

In addition to the intrinsic and extrinsic values discussed above, music training is also associated with personal benefits such as: improvement in academic performance (Graziano, Peterson, & Shaw, 1999); improved intellectual performance in general (Gardner, 1997; Laczko, 1985; Phillips, 1976); personal growth (Levin, 1989); and discipline and diligence (Sloboda, 1990). A review of achievement literature indicates that parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987). This parental support also plays an important role in

helping a child persist through the difficult stages of mastery. The influence of parents' intrinsic and extrinsic orientations and their reactions to their child's performance and progress will impact the child's intrinsic motivation to learn and practice.

## **Discussion**

Given that much research correlates learning music with improvement in cognitive ability (Gardner, 1997; Laczó, 1985; Phillips, 1976), academic achievement (Graziano, Peterson, & Shaw, 1999), personal growth (Levin, 1989), and discipline and diligence (Sloboda, 1990), health (Pouliot, 1998), and parental involvement and support (Olszewski et al., 1987), the inclusion and integration of musical study can be identified as an important factor in improved overall performance of students. With a national focus on achievement, and the overwhelming evidence that indicates parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987), a school with a strong musical instructional component would enhance the educational experience for students. Given an opportunity to develop skills in an environment that integrates the instruction of music and academics, students will benefit academically and socially, developing poise and confidence through public performance and discipline of practice. A Conservatory school of music can provide this opportunity for students from all ethnic and economic backgrounds. It is the intent of this application to apply the principles of research to the benefits of musical instruction on general learning.

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## Questions and Answers

1. If you have admission auditions, how will you ensure that students without prior training have an opportunity for enrollment?  
A: A spring after school program and summer school preparatory programs will be offered for students who haven't had an opportunity for musical training or expression. Students completing the Spring or Summer sessions will be admitted. Students who have had no instrumental experience may audition in the vocal area. Ten percent of the spaces will be designated for students in grades 4 – 6 who are interested in music, but have not had experience or training in music, and were unable to attend the spring or summer training sessions.
2. How will you meet the "No Child Left Behind" mandate?  
A: Frequent assessment of student progress will ensure that all students are progressing appropriately. Academic intervention before and after school as well as specific tutorials to provide academic support to students not making adequate progress.
3. How will you demonstrate that students meet state educational guidelines?  
A: All CORE curriculum will be aligned with the California State Curriculum Standards. Students will be tested annually with the SAT9 and CAT6 statewide assessments.
4. What process will you use for students who commit offenses which are expellable under the State Education Code.  
A: A process of administrative and board review will be developed, and working with OUSD will determine appropriate services and placements.
5. How will you accommodate students with disabilities?  
A: We will partner with OUSD in the provision of Special Education services.
6. How will you provide for non-proficient English speakers?  
A: Testing and instructions will be provided to ELL students to develop English skills.

7. How many students do you anticipate for your initial enrollment?  
A: Due to the grade span, anticipated enrollment will be between 175 and 200 students.
8. What will you do if more than your anticipated enrollment applies?  
A: Each grade level will have a maximum enrollment. Grade levels that have more successful applicants than enrollment will be selected by random drawing during an open public meeting.
9. Why did you select such a wide grade range for your start-up rather than starting with the lowest grade and adding on?  
A: Since this will be a music performing arts program it is necessary to have a variety of musical abilities represented in the initial opening to provide students with opportunities for community performance and peers of varying musical levels.
10. How do you plan to recruit and establish your founding group?  
A: I currently have a core group of parents, teachers, and music professionals who are assisting with the planning. At the time of Charter approval, nominations and voting will be conducted for the first board.
11. How do you plan to fund the start-up year?  
A: I am currently applying for a state start-up grant, and will be applying in January for a charter loan. I have also partnered with specialists in grant writing and school budgeting.
12. How will you bring the necessary musical resources to your charter school?  
A: As a practicing community musician, I have a variety of contacts in both the professional and non-professional musical community.

## COVA Course Names and Descriptions

Core courses will be year courses, electives will be offered on a semester schedule. Not all electives will be offered every semester. Additional courses may be added to enhance the program.

### Mathematics - CORE

	Course Title	Description	CBED #
Grade 4, 6, 7 CREDITS: 5 per semester GPA Avg: Yes	General Math	A general mathematics course designed to reinforce basic skills in mathematics and teach students the application of these skills to real world problems and situations. The topics covered include arithmetic using rational numbers, the numeration systems, and place value. The higher grades may include basic geometry, and basic statistics.	2400
Grade 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes	Pre-Algebra	A course that provides an extra year of study for students who have attained standard mathematics objectives, but are not ready to enter algebra. Pre-algebra covers a variety of topics, such as exponents and radicals, the rectangular coordinate system, sets, logic formulas, and solving first-degree equations and inequalities.	2424
Grade 7, 8, 9 CREDITS: 5 GPA Avg: Yes	Beginning Algebra	A course which introduces the properties and operations of the real number system, the solving of equations and inequalities, functions (linear and quadratic), other polynomial functions, rational functions, graphing, matrices, sets, logic, problem-solving techniques using algebra as a tool, and the applications of these skills to real life situations.	2403
Grade 7, 8, 9 CREDITS: 5 GPA Avg: Yes	Intermediate Algebra	This course extends elementary algebra with emphasis on functions and properties of number systems, structure, and proof. The course introduces the system of complex numbers as an extension of the real number system. Topics include matrices and determinants, theory of induction, sequences and series, elementary probability and statistics, exponential, logarithmic, and trigonometric functions, and relations and their graphs.	2404

**Mathematics (Cont.)**

Grade 8, 9 CREDITS: 5 GPA Avg: Yes	Plane Geometry	This course is a formal approach to the study of plane figures. Instruction employs logic and deductive reasoning. Plane geometry is taught as an axiomatic system. Topics include the study of postulates, theorems, formal proofs, rules of congruence, angle measurement, similarity, parallelism, and perpendicularity.	2405
Grade 9 CREDITS: 5 GPA Avg: Yes	Solid Geometry	This course extends geometric concepts into the three dimensions through the use of definitions, postulates, and theorems of plane geometry. Students study the relationships of points, lines, planes, angles, and other geometric figures in space. The course emphasizes studying the projections, areas, and volumes defined by different solid geometric figures.	2406

**Physical Education**

Grade 4, 5, 6, 7, 8, 9 CREDITS: 5 per semester GPA Avg: No	Physical Education	A general physical education course that combines the development of skills in a range of activities, from more than one of the following: team, individual, dual, recreational sports, or fitness and conditioning activities.	2500
Grades 4, 5, 6, 7, 8, 9	Rhythm/Movement and Dance	This course focuses on dance and rhythmic expression through body movement. The course emphasizes expressive movement rather than specific dance techniques. However, students may explore movement through various forms of dance from many cultures who use dance in work and leisure activities.	2353

**English - CORE**

<p>Grades 6, 7</p>	<p>Reading Development</p>	<p>This course is designed to provide instruction in basic language skills and integrates reading, writing, speaking, and listening while emphasizing individual student progress. Course content depends on the student's abilities entering the course. Instruction may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension skills.</p>	<p>2100</p>
<p>Grade 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes</p>	<p>Comprehensive English</p>	<p>A course designed to build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. The course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students learn literary analysis skills. They also learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. In upper level courses, students write essays and learn the techniques of writing research papers.</p>	<p>2101</p>
<p>Grade 8, 9 CREDITS: 5 per semester GPA Avg: Yes</p>	<p>World Literature</p>	<p>A course designed to offer the student an opportunity to study and reflect upon world literature. Students improve their critical thinking skills as they determine the underlying assumptions and values presented in the different literature of the world. Oral discussion and written composition is an integral part of the course emphasis. The course may survey representative works, reflecting a particular genre or a specific theme, or survey works of a particular era or world region.</p>	<p>2108</p>
<p>Grade 4, 5, 6, 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes</p>	<p>English - ESL</p>	<p>The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles.</p>	<p>2110</p>



### Foreign Language (Electives)

Grade 4, 5, 6 CREDITS: 5 GPA Avg: Yes	Conversational Spanish	A basic course to introduce students to conversational Spanish with emphasis on speaking vocabulary, grammar, syntax and spoken accent	2206
Grade 7, 8 CREDITS: 5 per semester GPA Avg: Yes	Spanish I Spanish II	A course designed to teach students about the language and culture of the Spanish and Latin American people. The first year course emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent. Students learn to read, write, and speak on a basic level. The second year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish speaking people.	2206
Grade 4, 5, 6, 7, 8, 9	Italian (1 <sup>st</sup> and 2 <sup>nd</sup> Year)	This course is designed to teach students about the language and culture of the Italian people. The first-year course emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, and speak on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge.	2202
Grade 6, 7, 8, 9	French (1 <sup>st</sup> and 2 <sup>nd</sup> Year)	This course is designed to teach students about the French language and the culture of the French people in Europe and in the Americas. The first-year course emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, and speak on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge.	2204

**Foreign Language (Electives) Cont.**

Grade 8, 9	Latin (1 <sup>st</sup> and 2 <sup>nd</sup> Year)	This course introduces and develops grammatical concepts through the practice of structures, forms, and vocabulary. The course emphasizes pronunciation, vocabulary building, and study of the relationship of English to Latin. The reading materials offered pertain to Roman life and customs.	2210
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**Science - CORE**

Grade 4, 5, 6 CREDITS: 5 per semester GPA Avg: Yes	General Science	This course combines more than one branch of science into a cohesive study where students explore general scientific concepts. Topics covered include the principles underlying the scientific method and the techniques of experimentation.	2611
Grade 7 CREDITS: 5 per semester GPA Avg: Yes	Life Science	Life Science provides students with a basic understanding of living things. The course applies the principles of conservation to show the interrelationships of organisms within ecosystems.	2621
Grade 8 CREDITS: 5 per semester GPA Avg: Yes	Physical Science	This course covers the structure and state of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical/chemical interactions.	2610
Grade 9	Integrated Science	Integrated Science courses draw from the principles of several scientific specialties - earth science, physical science, biology, chemistry, and physics - and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Students investigate applications of the theme using appropriate aspects from each specialty.	2623

### History - CORE

Grade 4	California History	This course emphasizes the study of California, including the people and its history, its geography, its multicultural heritage, its government and economy, the major issues and unresolved problems facing the state, and the ways in which students can become active participants in local and state government and community service organizations.	2708
Grade 5	World Culture and Geography	This course introduces physical geography of the world and world cultures. It includes current	2712
Grade 6	U.S. History	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.	2709
Grade 7 (Two semesters) CREDITS: 5 per semester GPA Avg: Yes	World History – Survey	This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and non-western world. The course integrates geography with history and cultural studies.	2711

**History – Cont.**

Grade 8 CREDITS: 5 per semester GPA Avg: Yes	United States History and Geography	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.	2709
Grade 9	No History Requirement		

### Art Elective Options

Grade 4, 5, 6	Art Exploration	This course provides an exploration and techniques of art including drawing, painting, modeling materials.	2898
Grade 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes	Basic Art I, II	This is a basic course in the fundamentals of art expression. For grades 4-8, students learn about aesthetic perception, creative expression, art heritage, and aesthetic valuing. The techniques used include drawing, painting, design, crafts, ceramics, printmaking, graphics, sculpture, design, and/or lettering. In grades 9 the course may include experiences in drawing, painting, two- and three-dimensional design, and sculpture. The course emphasizes observations, interpretation of the visual environment, and imagination and symbolic subjects. Included are application of the elements and principle of design, a study of history and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.	2810
Grade 4, 5, 6, 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes	Arts and Crafts I, II	This course emphasizes original creative design and appropriate use of materials such as paper, fabric, fiber, clay, wood, plastics, plaster, and metal. The course stresses understanding the suitability of design to materials, respect for the integrity of materials, and good craftsmanship. The course may include crafts such as wood carving, fiber arts, and jewelry approached from an artistic intent. Students study the history of crafts in art and their use in specific media.	2802

**Music Electives/CORE (core courses designated with \*)**

Grade 4, 5	Music Appreciation/History/Literature*	This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.	2307
Grade 5, 6	Exploratory Music*	This class is designed to develop the student's ability to make discriminating judgments regarding music through a variety of musical activities. The class considers the elements of music as found in many different styles, cultures, and periods of music.	2315
Grade 6, 7	Music Theory*	This class concentrates on the theoretical aspects of music, such as symbols, intervals, scale and chord structure, duration, meter, pitch, harmony, as well as the art and techniques of conducting instrumental or vocal ensembles.	2308
Grade 4, 5, 6, 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes	Choir I, II Adv. Choir	A performing ensemble in which students learn proper individual and ensemble vocal techniques, the elements of music, and choral music of different styles, cultures and periods.	2305
Grade 4, 5, 6, 7, 8, 9 CREDITS: 5 per semester GPA Avg: Yes	Instrumental Music Lessons	This class provides individual or class instruction in which students learn to play specified instruments and identify their unique contributions to various types of ensembles. They also study the elements of music and learn to read music.	2310

**Music Elective Options – Cont.**

Grade 4, 5, 6, 7, 8, 9	Orchestra/Ensemble	This instructional program is a performing ensemble in which students learn proper individual and ensemble instrumental techniques; the elements of music; and orchestra music of different styles, cultures, and periods.	2303
Grade 4, 5, 6, 7, 8, 9	Chamber/Madrigal/Vocal Ensemble	This small, advanced instrumental or vocal ensemble builds upon performance capability by extending opportunities for the talented musician. A chamber ensemble may confine itself to special literature (such as madrigals) or may perform music with a wide range of styles, periods, and/or cultures.	2314
Grade 4, 5, 6, 7, 8, 9	Composition/Songwriting	This class is for students who wish to express themselves through creation of music. It may use either non conventional or conventional notation; it may include harmonization in addition to melody writing; it may use computers for creating music.	2309
Grade 4, 5, 6, 7, 8, 9	Musical Theater	This class is one in which students learn vocal music techniques, principles of musical drama, and acting techniques. They learn skills through performing examples of musical theater, including, but not confined to, Broadway shows.	2322
Grade 7, 8, 9	Computers in Music	This class is for students who wish to learn computer applications related to music such as creative work, ear training, music writing and printing, and performance of contemporary compositions. The course may include principles of computer technology and the study of the appropriate physics of sound.	2321

**Electives (cont.)**

Grade 9 (Age 15) (4 wk course) CREDITS: 5 GPA Avg: Yes	Driver Education	A course designed to teach students correct driving skills, rules of the road, traffic procedures, safe driving procedures and practices, legal obligations and responsibilities, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs).	2545
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