

School Contact Information:

Riverview Elementary School

9308 Winter Gardens Blvd.
Lakeside CA 92040

(619) 390-2662
FAX (619) 390-2668
rv.lsusd.net

Principal – Olympia Kyriakidis
olympia@sdcoe.net

School Secretary – Kit Buettgenbach
kbuett@sdcoe.net

Health Clerk – Michelle Johnson
micson@sdcoe.net

Day Custodian – Raynell Sejkora

Night Custodian – Mike Orr

ESS Director – Carmen Holt
cholt@sdcoe.net

Food Services – Mike Vaughn
(619) 390-2630

Cafeteria
(619) 390-2503

School Hours:

8:30-2:50

Except Wednesdays

2:05 Dismissal on Wednesdays

Communication.....	5
WEDNESDAY INFORMATION	5
SCHOOL WEBSITE	5
CONNECT ED	5
CONCERNS	5
PARENT-TEACHER CONFERENCES.....	5
PRINCIPAL CHAT	6
TALKING WITH THE PRINCIPAL.....	6
School Instruction Hours	6
SCHOOL HOURS	6
EARLY DEPARTURE.....	6
EARLY DISMISSAL	6
DISMISSAL	6
LATE ARRIVAL.....	6
LUNCH/RECESS	7
LUNCH/RECESS SCHEDULE	7
MINIMUM DAY SCHEDULE (12:00 Dismissal)	7
Our Mission	8
Curriculum	8
CORE CURRICULUM	8
LANGUAGE ARTS AND READING	9
MATHEMATICS	9
SCIENCE AND SOCIAL STUDIES	9
FINE ARTS	10
PHYSICAL EDUCATION.....	10
SPANISH IMMERSION	10
MANDARIN.....	11
Standards and Assessments.....	11
ASSESSMENTS*	11
REPORT CARDS	12
STANDARDS.....	12
Riverview School Policies	12
ABSENCES	12
BEHAVIOR/DISCIPLINE.....	14
BIRTHDAYS.....	14
BREAKFAST	14
CONTINGENCY PLAN FOR SCHOOL EVACUATION	14
DRESS CODE	15
EMERGENCY SCHOOL CLOSING	15

EXTENDED STUDENT SERVICES (ESS).....	15
FIELD TRIPS	15
GATE (Gifted and Talented Education).....	15
HOMEWORK.....	16
ILLNESS.....	16
LOST & FOUND.....	16
MEDICATIONS.....	16
PARKING.....	17
PETS	17
PICK UP AND DROP OFF PROCEDURES.....	17
STUDY ISLAND.....	17
VISITING CLASSROOMS.....	18
VOLUNTEERS	18
WALKING	18
Be Involved at Riverview	18
ENGLISH LANGUAGE LEARNERS ADVISORY COMMITTEE (ELAC).....	19
PTA.....	19
ROOM PARENTS.....	20
SCHOOL SITE COUNCIL	20
VOLUNTEERS	21
ROLLING READERS USA.....	21
Fundraisers and Events	22
FUNDRAISING	22
MATCHING FUNDS.....	22
INTERNATIONAL FAIRE.....	24
BOOK FAIR.....	24
BOXTOPS	24
ESCRIP.....	24
ALBERTSON COMMUNITY PARTNERS	25
OFFICE DEPOT.....	25
TARGET.....	25
RIVERVIEW RECYCLERS	25
THE 3 P’s SNACK SHACK	25
REFLECTIONS.....	25
WALK/JOG-A-THON	25
LOVE OF READING WEEK	26
GRANDPARENTS DAY.....	26
PeaceBuilders™.....	26
EXPECTATIONS FOR RIVERVIEW STUDENTS	26
Peacebuilders™ Respect Learning	26
PeaceBuilders™ Respect Others	26
PeaceBuilders™ Respect Property	26
PeaceBuilders™ Respect Safety.....	27
For Safety reasons all students are expected to:	27
Behaviors not allowed at school:	27

PeaceBuilder™ beliefs about discipline:	27
PeaceBuilder™ guidelines:	28
SOCIETY OF SCHOLARS.....	28
Lakeside Union School District	28
THE DISTRICT OFFICE	28
OTHER SCHOOLS	29
Special Help for Parents.....	29
PHONETIC PRONUNCIATION OF THE SPANISH ALPHABET.....	29
WORD BANK OF HIGH FREQUENCY ENGLISH WORDS	30
1000 MOST COMMON SPANISH WORDS	37
HINTS FOR TYPING IN SPANISH	45
SPANISH VERB REFERENCE CHART	49
PINYIN PRONUNCIATION & MANDARIN TRANSLATIONS.....	51
WEBSITES	52
Glossary	53
EDUCATIONAL ACRONYMS	53

Communication

WEDNESDAY INFORMATION

Each Wednesday your child brings home important papers that can include: classroom newsletter; notices of school-related meetings or after-school classes; field trip permission slips; information about school or community events; and the school or PTA newsletters with important dates and new information. Please read these newsletters and all other important notices promptly.

SCHOOL WEBSITE

The school website also contains important information. Please go to rv.lsusd.net where you will find Riverview under the list of schools. Links to teacher's email are found here as well.

CONNECT ED

Riverview also utilizes ConnectEd, an email and phone system that enables notification of upcoming events and emergencies. Please inform the school office of changes to phone numbers and e-mail addresses punctually to assure timely notifications.

CONCERNS

If you have questions that are specific to your child's progress or a classroom issue please approach your child's teacher or appropriate staff member directly before bringing the concern to school administration. It is important to keep open lines of communication between parents and teachers to ensure the best education for your child.

PARENT-TEACHER CONFERENCES

Introductory parent-teacher conferences will be held **October 5-6 and 8-9, 2009**. These initial conferences are for every student and are a way for you to inform your child's teacher about your child's learning experiences, interests, and special needs. They will allow you to jointly establish expectations regarding student learning. More comprehensive conferences will be held **November 30-December 1 and December 3-4, 2009**. These conferences will include a discussion regarding report cards, benchmarks, and academic data. If necessary, interventions and/or at-risk contracts will be discussed. Discussion of student progress will occur during at-risk conferences **March 11-12, 2010**. Conferences will be scheduled directly with your child's teacher. Parent-teacher conference days are early release days in which all students are dismissed at **12:00 noon**.

PRINCIPAL CHAT

The first Friday of each month at 8:45 a.m. in the auditorium, the school principal holds an informal discussion about school programs, events and curriculum. All parents are invited!

TALKING WITH THE PRINCIPAL

Parents or community members who have concerns or suggestions can call, write a note, or send an email to the principal who is committed to providing a timely response. Appointments can be made through the school secretary.

School Instruction Hours

SCHOOL HOURS

Normal school hours for grades K-5 are 8:30 a.m. – 2:50 p.m. Monday, Tuesday, Thursday, and Friday. Wednesday hours are 8:30 a.m. – 2:05 p.m. beginning the second week of school. Children are expected to arrive to school on time, but no earlier than 8:20 a.m. Children are considered tardy at 8:30 a.m. If you commute a great distance to school, please allow ample time to allow for traffic weather conditions. School office hours are 7:30 a.m. – 4:00 p.m.

EARLY DEPARTURE

Children who need to leave school early must be signed out and picked up from the office when they leave school and signed in at the office when they return.

Only adults listed on the emergency card may sign out students. Parents should not go directly to the classroom to pick up students.

EARLY DISMISSAL

Every Wednesday beginning the second week of school, all grades will be dismissed at 2:05 p.m. Please remember to be prompt on these days. If a student is not picked up they will be sent to the office and parents will be called.

DISMISSAL

Dismissal is at 2:50 each day *except Wednesdays when dismissal is at 2:05.* Students not met by a parent at designated pick up spots are walked to the office.

LATE ARRIVAL

An adult *must* accompany and sign in children arriving late to school at the office. Chronic tardiness reduces critical instructional minutes resulting in low student

achievement as well as creating a disruption for other students. This is particularly applicable in an immersion classroom. Excessive tardiness and/or poor attendance will necessitate an attendance contract.

LUNCH/RECESS

The lunch/recess period is 40 minutes. Menus are available online at www.lusd.lsusd.net. Hot lunches are served every day with alternate choices available. It is advised that parents prepay for lunches on a student account. If there is no balance on an account or a student forgets his/her lunch, a lunch will be provided but payment is required the following day. Persistent misuse of this process will not be allowed. To check a balance on an account, contact food services directly at 390-2630. School lunch prices are as follows:

- Breakfast - \$1.25
- Reduced breakfast - \$.25
- Lunch - \$2.25 (includes milk)
- Reduced Lunch - \$.40
- Milk - \$.50
- Ice Cream \$.50 (Fridays only)

Free or reduced lunches are available to eligible students. **It is very important that every parent return the free and reduced lunch form regardless of economic status because the information is needed for school funding purposes.**

LUNCH/RECESS SCHEDULE

GRADE	RECESS	LUNCH	LUNCH RECESS
K1/18	10:30 - 10:45	11:45 - 12:05	12:05 - 12:25
K2/1	10:45 - 11:00	12:00 - 12:20	12:20 - 12:40
K3	11:00 - 11:15	12:15 - 12:35	12:35 - 12:55
1st	11:00 - 11:15	12:30 - 12:50	12:50 - 1:10
2nd	11:00 - 11:15	12:50 - 1:10	1:10 - 1:30
3rd	10:45 - 11:00	1:00 - 1:20	1:20 - 1:40
4 th /5th	10:45 - 11:00	12:40 - 1:00	12:20 - 12:40

MINIMUM DAY SCHEDULE (12:00 Dismissal)

All eat then play

GRADE	
K1, K2, K3	10:00-10:30
Rooms 18, 1, 3	10:15-10:45
1 st	10:30-11:00
2 nd	10:45-11:15

3 rd	11:00-11:30
4 th /5 th	11:15-11:45

Our Mission

We will build a caring community that fosters respect, values diverse cultures and languages, practices life skills, and engages in social and environmental service to the community. Through an integrated school-wide arts and science program based on direct experience, we will guide students in discovering the joy and excitement of developing their voices through self-expression.

Through a meaningful and developmentally appropriate curriculum, we will ensure that all students experience continuous growth in academic skills in order to become complex thinkers, collaborative learners, and clear communicators with a global perspective. This mission is accomplished through excellence in teaching and through partnership with parents and our community.

Curriculum

Our curriculum is designed to carry out the philosophy in our Mission Statement. We believe that children's brains are engaged in an ongoing search for meaning. Meaning is best represented by presenting skills and concepts as they relate to the real world and to one another, rather than in isolation. This is accomplished by giving children many opportunities to directly experience this real world. Concepts are developed, and skills are practiced, as they interact with this real world. As such, teachers continually create connectivity between these skills and concepts and real world applications. Parents learn more about each teacher's classroom at Back to School Night on **September 16**.

CORE CURRICULUM

Our core curriculum in each subject, and at each grade level, is established by the state and is known as "The Standards." These can be found at <http://www.cde.ca.gov/be/st/ss/>. The following textbooks/programs are used by Lakeside Union School District because they have been recognized by the state as best representing these academic standards. These curricula are used by

Riverview teachers as resources as they develop an integrated learning based on direct experience.

LANGUAGE ARTS AND READING

Reading—The *Houghton Mifflin Reading Series* is the core curriculum for grades K-5. These textbooks, together with a collection of classroom sets of quality literature and our library, are used by teachers to develop their differentiated reading program.

Writing—Riverview teachers utilize effective writing strategies to help students learn the various stages of composition from brainstorming an idea (prewriting) to writing a draft, then revising, editing, and publishing their final composition. Teachers use this writing process to develop meaningful writing experiences for their students.

Spelling—Spelling is integrated into the writing process in two ways. Students memorize words that they will often see and use, called high frequency words and the use of strategic spelling instruction.

MATHEMATICS

Core curriculum for Spanish immersion classes is provided by Pearson *enVisionMATH California*. The program includes problem-based interactive learning followed by visual learning strategies which deepen meaningful connections for students and deliver strong, sequential visual/verbal connections through the Visual Learning Bridge in every lesson. English classes utilize *Harcourt Brace. Excel Math* provides supplementary materials. Both of these resources, along with the hands-on use of manipulatives, are used by teachers as they teach the math skills and concepts which help children make sense of their world.

SCIENCE AND SOCIAL STUDIES

Often these subjects are an organizer of a classroom's lessons because they most represent a child's world.

Science—In K-5th grade science, Spanish Immersion classes use *Scott Foresman* curriculum that offers children opportunities to interact with the real world and the laws of nature which govern the real world. English classes use *Houghton Mifflin Discovery Works Science* a content rich resource that helps students develop a concrete understanding of challenging abstract concepts. Every classroom also has access to grade level appropriate science kits that include the necessary components for hands-on exploration. In addition, Riverview participates in the Lakeside Union School District's Eye on Science week **October 12-16** which includes daily school-wide science activities and a family science night **October 14**. Fourth and Fifth grade students can also participate in the Science Club which participates in the San Diego County Schools Science Olympiad on **May 8**.

Social Studies—Social Studies curriculum is organized around the concept of a child’s expanding world. Primary curriculum is most focused on the community. Third grade begins the study of our nation’s past, focusing on the history of San Diego. Fourth grade continues this with a focus on California history. Fifth grade makes the connection between our community, our state, and our nation. Riverview also utilizes experiential learning activities to allow children to have a more experienced based understanding of historical events. Each grade level will have a day of experience based activities connected to their social studies standards. For example, 5th graders will have a “Colonial Day” where students will experience hands-on colonial crafts and other activities.

FINE ARTS

Visual Arts—The visual arts program focuses on the major goals of artistic perception, creative expression, historical/cultural context, and aesthetic valuing. Every grade level has art experiences within the self-contained classroom. Students can participate in the PTA Reflections art contest October 26-30 and may also submit work to LUSD’s Festival of the Arts **May 31-June 4**.

Dance and Music— Fourth and fifth grade students can receive one year of instrumental music instruction with our middle school music teacher. In addition to standard classroom instruction, our PTA strives to provide the funds necessary for dance and music instruction by artists in residence. This is achieved through fund raising events such as the International Faire.

PHYSICAL EDUCATION

Students engage in 200 minutes of physical education every 10 days in accordance with California State Standards. Riverview utilizes the *SPARK* program. The focus of SPARK is the development of healthy lifestyles, motor skills and movement knowledge, and social and personal skills. Students in grades 4 and 5 can compete in the district wide Junior Olympics which will occur on **May 1** at El Capitan High School.

SPANISH IMMERSION

In the immersion program, students learn all the content standards in all subject areas in Spanish. This assures a varied vocabulary and provides a real world use of the language. When English specific instruction occurs, it is focused on those areas of the language that are most divergent from Spanish i.e. multiple vowel sounds or unusual spelling. The following chart represents the approximate percentages of language instruction:

	K-1 (after 1 st mo.)	2	3	4	5
Spanish	90%	80%	65%	50%	45%
English	5%	15%	27%	40%	45%
Mandarin	5% (1-2x/wk)	5%	8% (3x/wk)	10% (3-4x/wk)	10%

MANDARIN

Our other target language is Mandarin which was chosen as the third language of instruction for two main reasons. As the most spoken language globally, Mandarin Chinese along with English and Spanish will enable RIA students to communicate with 75% of the world! As Mandarin is tonal in nature and character based as opposed to alphabetically based, it expands language acuity in the brain providing students with the capacity for both types of language acquisition. According to research, Mandarin Chinese is also correlated with an increased ability in math and music. Due to its tonal nature, Mandarin Chinese instruction in grades K-3 is focused primarily on listening and speaking in order to understand and reproduce the language. Although students will be introduced to characters and have an opportunity to write in Mandarin, reading and writing will not formally begin until mid-year in grade 4.

The phonetic writing of Chinese utilizing the English alphabet is known as Pinyin.

Standards and Assessments

The Federal No Child Left Behind Initiative and the California State Department of Education have developed content standards for each grade level, in each of major curriculum area. Teachers use these standards as they plan their curriculum for the year. Grade level standards in the core curricular areas are shared with parents at “Back to School Night” on **September 16**.

ASSESSMENTS*

It is critical that students are on time and in attendance on testing days. Please make every effort to avoid appointments on those days. More detailed information on dates and times will be posted in the newsletter.

ASSESSMENT	DATE	GRADES
Raven's	May	2
DRA	October – March	K-5
DIBELS	October – March	K-5
CSTs	May	2-5
End of year Benchmark (SAMS/HM)	June	K-5

CELDT	September – October 31	K-12
PAWS	June	K-8
Intel Assess ELA Test	December and March	2-5
Star Writing Assessment	March	4, 7
PE Testing	April	5

*See the glossary for an explanation of these assessments.

REPORT CARDS

Report cards are provided three times per year. Benchmark assessments are used to determine student level of proficiency. The first report card is distributed during December parent-teacher conferences. All subsequent report cards are sent home with your child.

STANDARDS

California state standards for all subjects and grade levels can be found at <http://www.cde.ca.gov/be/st/ss/>

Riverview School Policies

ABSENCES

Daily, consistent attendance at school relates to school success. We urge students and parents to make school a priority and schedule vacations around the school calendar and medical appointments outside of the school day.

The health and safety of our Riverview students is very important to us. For the protection of your own child, as well as other classmates, it is best to keep your child home if there is evidence of any of the following:

- Fever – until fever-free for 24 hours ***without medication***
- Inflamed, red, or draining eye(s)
- Swollen glands or stiff neck
- Headache, earache, or toothache
- Upset stomach with vomiting or diarrhea (until free of each for 24 hours)
- Undiagnosed rash
- Cold – if persistent coughing, fever, or other symptoms are present

Schools do not receive funds for any day a child is absent, even if it is an excused absence.

If your child will be absent, please call the School Office as soon after 7:30 a.m. as possible. If you suspect your child has a communicable disease, please note that at the time of your call. The school will attempt to verify the apparent absence of any student whose parents have not called.

Please notify the school when your child is absent.

1. Attendance Line 390-2662 ext #436
2. Health office 390-2662 ext #402
3. If your child only misses one day of school you may send a note upon their return with the following information:
 - ✓ Student's first and last name
 - ✓ Date of absence
 - ✓ Reason for absence
 - ✓ Teacher's last name
 - ✓ Signature of parent / guardian

Planning a trip? Most families plan their vacations around our scheduled school holidays. We understand that sometimes a pre-planned vacation will occur during regular school sessions. Your child can still earn academic and attendance credit during their absence with an Independent Study contract.

You must allow at least **two weeks prior** notice to prepare the contract to have your students work ready for your trip. **By law, all work must be turned in on the first day back to school.** Contact our school office at (619) 390-2662 for more information about this program.

Excused Absence – The state of California allows a student to be absent for the following reasons: Student illness or quarantine, student medical appointment (doctor/dental), to attend the funeral of an immediate family member (parent/sibling/grandparent), religious holiday observances or a court order. State law varies for funerals, please contact the office if this situation arises.

Unexcused - All absences or late arrivals are unexcused unless they meet the criteria listed above. Students who arrive late to school must check in with the office before going to class and be accompanied by an adult.

Truancy - Any student with 3 or more unexcused absences and/or 3 unexcused tardies over 30 minutes in a school year will be declared Truant per California state law. Attendance letters will be issued automatically when a student meets

these criteria. If you have any questions about your child's attendance history please contact the school office.

BEHAVIOR/DISCIPLINE

Students are expected to conduct themselves in such a manner that they and their classmates will gain the most from their school experience. School provides many opportunities for children to develop respect for others and the ability to work, learn, and live together in harmony.

Behavior and discipline are shared responsibilities of the home and the school. A cooperative and supportive partnership benefits students best and leads to the best type of discipline: self-discipline.

School disciplinary measures range from student-teacher conferences to suspension. More favored forms of school disciplinary actions include keeping children after school, Saturday School, and parent conferences. Occasionally, a student's behavior may warrant suspension. Examples of these offenses include insubordination, obscenity, and repeated violations of school expectations. Each case is handled on an individual basis in accordance with school board policy.

For specific guidelines on appropriate behavior, see the PeaceBuilders™ section of this handbook.

BIRTHDAYS

Birthday invitations are not to be distributed at school. Birthday parties during the school day are not allowed. *With prior permission* at the end of the school day, students may distribute only healthy, prepackaged snacks in accordance to the district's wellness policy. Home baked goods are not permitted. Parents are encouraged to provide stickers, pencils, or other non-food items instead. **NO BALLOONS OR FLOWER DELIVERIES.**

BREAKFAST

Students (free and reduced lunch only) who eat breakfast at school will be permitted to enter no earlier than 8:00 a.m. Students should go directly to the cafeteria. Students who eat breakfast are expected to be available for learning by 8:30 a.m. in their class, so allow ample time for students to eat.

CONTINGENCY PLAN FOR SCHOOL EVACUATION

In the event of an emergency evacuation of the school for a sustained period of time, students will walk with their teachers, or be transported by bus to the rear of Albertson's grocery store (truck bay) located at 9560 Winter Gardens Blvd. This constitutes a portion of our contingency plan for unusual circumstances far beyond the usual and routine fire drill procedures. It is urgent in the event of an emergency or disaster that we have up-to-date contact information from parents. Parents will be contacted using ConnectEd. Please contact the office

immediately with any changes in contact information. Our school will conduct 10 required fire drills, 2 required earthquake drills, and 2 required duck and cover drills during the school year.

DRESS CODE

Student appearance is an important component of their safety and academic success. Shoes must be appropriate for P.E. Students must wear closed toe and heel shoes and no high heels or shoes with wheels. Clothing must be appropriate and distraction free. T-shirt messages must be appropriate for a school environment. Short shorts or skirts, spaghetti-strapped tank tops and bare-midriffs are not permitted. Tank top straps must be at least a one-inch wide. Hats may be worn at recess and lunch recess for sun protection only. Mohawks and other distracting hairstyles are also not allowed.

EMERGENCY SCHOOL CLOSING

At times the school may need to close because of an emergency such as the recent California wildfires. In such instances, parents will be notified via ConnectEd. Please inform the office immediately of any changes in contact information.

EXTENDED STUDENT SERVICES (ESS) FORMERLY CARE

A before and after school extended day program is offered through ESS. Recreation and sport activities, supplemented by games, music, arts and crafts, free time, and opportunities to complete homework assignments are provided before school from 6:00 a.m. – 8:20 a.m. and/or after school from 2:50 p.m. (2:05 on Wednesdays) – 6:00 p.m. ESS is available to enrolled students during winter and spring breaks. For additional questions contact the director, Carmen Holt, at 390-2511. More information is also available online at www.lusd.lsusd.net, under the “departments” tab, click on ESS.

FIELD TRIPS

All students are required to have a signed permission slip to attend any field trip. Phone permission cannot be accepted. Parent chaperones are representatives of Riverview International Academy are therefore expected to abide by all rules and procedures set by the school and the destination for each particular field trip. All chaperones must have a current LUSD volunteer application on file in the office.

GATE (Gifted and Talented Education)

All second grade students are screened using the RAVEN Matrices. Students who achieve at or above the 98th percentile and then evaluated for their California Standards Test scores (English learners or economically disadvantaged students may score in the 97th percentile on the RAVEN Matrices). Although differentiation will occur in all classrooms, GATE children

who complete class work will also be provided the opportunity to meet with peers and work on high quality, focused projects to engage and provide a challenge.

Students who achieve scores of advanced in both Language Arts and Mathematics or above 500 in either subject are given provisional placement for GATE services.

HOMEWORK

Homework is an extension of what students have learned in the classroom. Students are expected to complete all assignments independently as assigned by their teachers. Parents are expected to provide a consistent time and place for students to do their homework. While parents are encouraged to assist students, they must not complete work for their child. A homework club will be available in both English and Spanish through ESS after school, for more information contact ESS (Extended Student Services) or your child's teacher.

ILLNESS

A child who is ill is routinely sent to the School Health Clerk. The health clerk will assess the child, contact the parent or guardian, and send the child home if necessary. Any child with an elevated temperature is sent home. It is required that your child be free from fever for 24 hours before returning to school.

LOST & FOUND

Found articles of clothing, lunchboxes, backpacks, and other items will be placed in the lost & found located in the rear of the auditorium. Eyeglasses and other delicate items are kept in the office. All unclaimed items are donated to charity three times per school year. *Please label all clothing, lunchboxes, and backpacks.*

MEDICATIONS

Any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives, (1) a written statement from such physician detailing the method, amount, and the time schedule by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement.

California Education Code 49423

The Physician's Statement for medication form, the dental form, and the physical form are available in the school health office and online at rv.lsusd.net click on Riverview under the "Schools" tab, click on "Forms" under the "Office" drop down menu. This form must be completed prior to the administration of any medication in the school including inhalers, prescription medication, over-the-counter medication, etc. The medication must be brought to school by an adult in a

prescription container, which clearly states the child's name, prescribing California physician's name, amount prescribed, and the time to be administered.

PARKING

Please obey the no parking signs in the bus lane, handicapped and reserved spaces at the front of the school. Use only designated drop-off and pick-up points. Observe lane markings and never leave your car unattended when not parked in a marked parking space*. There is no pick up or drop off in front of the office. *For kindergarten pick up, please pull as far forward as possible and then quickly get your child from the red tables and return to your car.

Please observe all traffic and parking rules. This ensures all children's safety.

PETS

Pets are never permitted on campus without prior approval from the principal. Teachers are not authorized to give permission. Thank you for cooperation in this matter as we have several children with severe allergies and animal phobias.

PICK UP AND DROP OFF PROCEDURES

Student drop off will be in the front of the auditorium. Leave the outer "no stopping" lane clear for easy exit. Use only the inner lanes for dropping off. Please park if you will be waiting for any reason. When exiting from the center, turn left from the left lane only and right from the right lane only. When exiting at the south access, make a right turn only. Kinder parents please park and walk children to the kindergarten playground.

There is no pick up in front of the office. Student pick up for grades 1-5 is on the lower field. Children will be loaded into your car. Please do not park or leave your vehicle in the pick up lanes. The only pedestrian traffic should be in the first two cars of each row. Kindergarten pick up is at the red tables in front of the school. Parents should pull as far forward as possible before retrieving their child. Older siblings should wait with kindergarteners.

STUDY ISLAND

Study Island is an online computer program designed to help your child master the standards specific to his or her grade level. Study Island's focus on the standards enables students to improve their performance in all skill areas tested on the California state tests. The PTA pays for this valuable program through fundraising events. You can find it at www.studyisland.com where your child can log in using the username and password assigned by his/her teacher. For grades kindergarten and 1, click on the blue arrows just under the child's name in the upper left corner to access grade levels.

VISITING CLASSROOMS

Classroom visits are typically 15-20 minutes and are at the discretion of the teacher or principal. Arrange a visit ahead of time with your child's teacher or the principal, since there may be a test or field trip planned. On the day of your visit you must first sign in at the office and receive a visitor's badge. Please remember, this is not the time to speak with the teacher. To speak with your child's teacher, schedule an appointment for before or after school. Parent comments are encouraged and valued.

VOLUNTEERS

We love and need volunteers at Riverview! Successful PTA and other school events require the participation of parent volunteers. Classroom volunteers are also needed. All volunteers must sign an LUSD volunteer application form each year. Volunteers must sign in at the office and wear a volunteer badge before going anywhere on campus. Parents must abide by the same rules and procedures as students including the dress code. To avoid disruptions, younger siblings are not permitted in the classroom.



WALKING

Students walking to and from school are encouraged to walk in pairs or small groups. Students are expected to abide by all traffic and safety rules. Parents should periodically review safety rules and remind students to be careful and alert.

Be Involved at Riverview

Research shows that students who have parents involved in their education have higher possibilities of obtaining good grades, participating in advanced programs, and being promoted. They also demonstrate better social skills, attend school regularly, graduate and attend college.

Volunteering at school would be an excellent opportunity to actively participate, be involved in your child's activities and also support teachers.

Among others, some of the benefits to volunteering are:

- Access to the material being taught.
- Awareness of discipline rules.
- Awareness of how the school handles conflict and prevents anger-causing situations.

- Awareness of what the school does in order to help with peer pressure and stop "bullies."
- Awareness of the school's efforts to promote a respectful, safe and responsible environment.

Advantages to principals and teachers:

- Volunteers can relieve teachers of non-teaching "housekeeping" and clerical duties.
- Volunteers provide needed assistance to individual students and supplement the work of the classroom teacher.
- Volunteers build a better understanding of school's challenges.
- Volunteers generate support for school programs.
- Volunteers can work in the school library.

ENGLISH LANGUAGE LEARNERS ADVISORY COMMITTEE (ELAC)

ELAC's mission is to strengthen and support the Riverview school community through supporting the special needs of our English Language Learners. Ongoing and active participation and generous contributions do make a difference to the quality of life and learning for our English Language Learners at Riverview School. The Riverview ELAC representative, Mireya Higareda, reports to the District English Language Learners Advisory Committee (DELAC) and disperses information at school ELAC meetings.

PTA

The Riverview PTA's mission is to strengthen and support the Riverview School Community through the organization of community events and effective fundraisers. The PTA provides Riverview with programs, services, and campus improvements in order to enrich the educational experience for all students. You are encouraged to attend the meetings and actively participate. We appreciate your generous contributions! You do make a difference! We strongly encourage every family to become members of the PTA by filling out a membership envelope at the beginning of the year. This does not mean you will be asked or required to attend any meetings. PTA meetings are usually held the second Wednesday of the month at 8:45 a.m. in the auditorium. All parents are welcome to attend, but only board members may vote. Notification of meetings will be announced in the weekly newsletter. Volunteers for PTA events are always needed. Please contact Carey Hansen, PTA President for more information at carey@inclaw.com

The 2009-2010 PTA Executive Board includes:

President
Vice President
Ways and Means
Treasurer

Carey Hansen
Cookie Davis
Venus Rodvold
Cindy Decker

carey@inclaw.com
umacdavis@yahoo.com
rodvold@cox.net
cindy@outdoorkids.com

Programs	Brenda Niederberger	brenda.niederberger@cox.net
Secretary	Christy Bakke	ctbakke@sbcglobal.net
Parliamentarian	Betsi Fisher	bfisher3@cox.net
Membership	Nina Roosa	cncroosa@yahoo.com
Reflections Chair	Tiffany Johnson	tjohnson1971@cox.net
Recycling Chair	Marti Wilmot	mcw4@cox.net
Pickle Chair	Sonia Willis	sgwillis@cox.net
Historian	Sydney Oftedah	mommysyd@aol.com
Spirit Ware	Marti Wilmot	mcw4@cox.net
Book Fair	Rose Ferguson	tfergus1@cox.net
Field Trip Coordinator	Marisa Robertson	marisa10@cox.net
Rolling Reader Coordinators	Tim & Natalie Mehrer	newfmama@cox.net
Room Parent Coordinator	Michele Day	sdmicheleday@gmail.com
Hospitality	Debbie Lozano	bosoxrn@hotmail.com
Helping Hands	Lorena Hopper	scrappingideas@aol.com

ROOM PARENTS

Each class needs a room parent. Two parents may share this important job. Talk to your child's teacher if you are interested. It is a great way to get to know the community, your child's teacher, and to be involved with your child's education. As a room parent, you will coordinate help from other parents in your child's classroom. You are not expected to do everything yourself! Many Riverview parents are eager to help with small jobs. As a room parent, you will:

- Make a phone/email tree for your classroom (when parents have given written consent to release their contact information).
- Communicate with your teacher and your classroom's parents about what was discussed and decided at the PTA meeting via the room parent coordinator. You will also be the liaison between the PTA and your classroom about important fundraising events such as the International Fair and the Jog-a-thon.
- Organize parent help from your class for school fundraisers, special events, field trips, parties, and special classroom projects.
- Help students prepare class thank you cards for special visitors, assemblies, or field trips.

SCHOOL SITE COUNCIL

The Riverview School Site Council is an advisory group of parents, guardians, and staff who are responsible for the development, implementation, and monitoring of the school plan (an outline of the academic goals for Riverview School) and budget. The SSC is composed of five parents or guardians and five school staff. Elections for new parent/guardian members are in May or June of each year for the following school year. Each member serves a 2 year term and may only serve 2 consecutive terms. Any parent or guardian interested in serving should contact the school office. Meetings, open to all interested parents and guardians, are held monthly and announced in the weekly newsletters.

The 2009-2010 School Site Council includes:

Parent Representatives:

Cindy Decker
Brenda Niederberger
Lori Adams
Matthew Davis
Augustin Albarran

Staff Representatives:

Olympia Kyriakidis
Gerry Gonzalez
Sarah Brooks
Laura Kaplan

VOLUNTEERS

You are crucial to the outstanding success of our program! We welcome the assistance of all parents/guardians and other school-community members. Every opportunity to individualize our program enhances the learning experiences for all students. Have you thought about working in the classroom? In our Library? At special events on campus like the International Faire? The Jog-a-thon? The PTA Membership Drive? Chaperoning on a field trip? Baking? Volunteering for Eye on Science Week? Participating with Riverview Recyclers or Helping Hands?

A new LUSD volunteer form must be completed each school year.

We encourage you and your family to participate by **volunteering a minimum of 5 hours per year helping your classroom teacher and 5 hours per year in other activities.** Please fill out and return the *Lakeside Union School District Volunteer Form* included in the back-to-school packet, it is necessary for all on campus volunteer activities including chaperoning a field trip. Copies can also be found in the school office. Your time and support are investments in your child's future.

Please remember to sign-in at the main office each time you volunteer.

Knowing your whereabouts is very important for insurance and reporting purposes, as well as knowing where you are on campus if you need to be located in an emergency. Because volunteers are sometimes exposed to confidential matters, it is expected that the rights of both students and school personnel be respected by holding matters strictly confidential.

ROLLING READERS USA

Rolling Readers is a national program created to inspire all children, particularly the economically and socially disadvantaged, to love reading through read-aloud volunteers and new book ownership. Studies show that children who read for fun

(i.e. outside of school or school assignments) are more likely to become lifelong learners. At Riverview, parents and community members can volunteer to read once a week in a classroom. Training is provided at the start of each school year. Through various funding sources, each student is given a hardback book every year. Parents, Tim and Natalie Mehrer are the Rolling Reader coordinators for Riverview and can be contacted at newfmama@cox.net.

The top achieving 5% of students read, on average, 144 times more than the lowest achieving 5% of students.

Fundraisers and Events

FUNDRAISING

One of the PTA's most important roles is to raise funds to support Riverview, specifically arts programs and field trips. The visual arts, music, and drama are core academic subjects but are rarely fully funded by the state and district. Research about children and how they learn demonstrates the importance of the arts. The arts enrich children's understanding and perspective, contribute to positive self-esteem, and strengthen academic achievement across the curriculum. The arts programs that your children enjoy this year have been partially funded from PTA's fundraising efforts.

MATCHING FUNDS

Many parents prefer giving a cash donation in lieu of participation in fundraising activities. Many employers will match funds donated to a nonprofit 501c(3) if the donation was given without receiving goods or services in exchange (such as the walk/jog-a-thon). This can dramatically increase the impact of your donation. The following is a list of companies that provide matching funds:

3M Foundation, Incorporated
Abbott Laboratories Fund
ABN AMRO Services Company
Accenture Foundation, Incorporated
ACCO Brands, Inc.
ACE INA Foundation
Adobe Systems, Inc.
ADP Foundation
Advanced Micro Devices
Advanta Foundation
AEGON Transamerica Foundation
Aetna Foundation, Incorporated
AIG
AIM Foundation
Air Products & Chemicals, Inc.

AK Steel Foundation
Albemarle Corporation
Alcoa Foundation
Alliance Capital Management Corporation
AlliedSignal Foundation Inc.
Altria Group, Incorporated
ALZA Corporation
American Express Company and Foundation
American Honda Motor Company, Incorporated
American United Life Insurance Company
Ameritech Corp.

Apple Computer Inc.
Aquila, Incorporated
Arco
Armstrong Foundation
Arrow International, Incorporated
Ashland, Incorporated
AstraZeneca Pharmaceuticals LP
AT&T Foundation
Avaya
Aventis
Aventis Pasteur Foundation
Avon Products Foundation, Incorporated
AXA Foundation
Ball Corporation

Bank of America Foundation
 Bank of New York
 Bell Communications
 BellSouth Corporation
 Bemis Company Foundation
 Boeing
 BP America
 BP Foundation, Incorporated
 Bridgestone/Firestone Trust Fund
 Bristol-Myers Squibb Foundation
 Burlington Northern Santa Fe Foundation
 Campbell Soup Foundation
 Carnegie Foundation, The
 Caterpillar Foundation
 CBS, Inc.
 Charles Schwab Corporation Foundation
 Chase Manhattan Group
 Chevron Texaco
 CIGNA Foundation
 Citigroup Foundation
 Clariant Corporation
 Clausen Industries
 Clorox Co.
 CNA Cos.
 Coca-Cola Company
 Colgate-Palmolive Company
 Columbia House Company
 Compaq Computer Assoc.
 Conoco Phillips
 Convergys Foundation, Incorporated
 Corning Incorporated Foundation
 Cooper Industries
 Dana Corporation Foundation
 David and Lucile Packard Foundation
 Deloitte Foundation
 Del Monte Foods
 Deutsche Bank Americas Foundation
 Diebold Foundation
 Dow Jones & Company, Incorporated
 Dun & Bradstreet Corp.
 Eli Lilly & Company Foundation
 Embarq
 Emerson
 Ernest & Julio Gallo Winery
 Ernst & Young Foundation
 Exxon Mobil Foundation
 Federated Department Stores Foundation
 Fidelity Foundation
 First Data Western Union Foundation
 Fleet Matching Gifts Program
 Follett Corporation
 Ford Motor Company Fund
 Fujitsu
 Gannett Foundation
 Gap, The
 Gartner
 GE Foundation
 General Mills Foundation
 General Motors Foundation
 General Re Corporation
 Gillette Company
 GlaxoSmithKline Foundation
 GMAC Mortgage
 Goldman Sachs
 Guardian Life Insurance Company of America
 Guidant Foundation
 Gulf and Western
 Hallmark Corporation Foundation
 Harley-Davidson Foundation
 Hartford, The
 Hershey Entertainment & Resorts Company
 Hershey Foods Corporation
 Highmark
 H.J. Heinz Co.
 Home Depot Foundation
 Honeywell Hometown Solutions Household
 HSBC Bank USA
 IBM Corporation
 IDC Research, Incorporated
 IDS Financial Services
 ING Financial Services Corporation
 ING Foundation
 Intel Foundation
 International Paper Company Foundation
 ITT Industries, Incorporated
 J.P. Morgan Chase Foundation
 Jim Beam Brands Company
 John Hancock Mutual Life Ins. Co.
 Johnson & Johnson Contribution Fund
 Johnson Controls Foundation
 Jostens, Inc.
 Kemper Group
 Kerr-McGee Foundation Corporation
 Key Foundation
 KMart
 Kraft Inc.
 L'Oreal USA, Incorporated
 Lehman Brothers
 Levi Strauss and Co.
 Liz Claiborne Foundation
 Mass Mutual Financial Group
 May Department Stores Company Foundation
 MBNA Foundation
 McCormick and Company, Incorporated
 McGraw-Hill Companies
 MCI Corp.
 Mead Westvaco Foundation
 Medtronic Foundation
 Mellon Financial Corporation Fund
 Merck Company Foundation
 Meredith Corporation Foundation
 Merrill Lynch & Company Foundation, Incorporated
 MetLife Foundation
 Microsoft Matching Gifts Program
 Milliken & Company
 Morgan Stanley
 Motorola Foundation
 National City Bank
 Nationwide Foundation
 NCR Corp.
 New York Life Foundation
 Neiman Marcus Group, Inc.
 Nielsen Media Research
 NIKE
 Northrop Grumman Foundation
 Northwestern Mutual Foundation
 Novartis
 Olin Corporation Charitable Trust
 Oppenheimer Funds Legacy
 Owens Corning
 Parker Hannifin Foundation
 Pacific Telesis Group
 Penn Mutual Life Insurance Company
 Penske Corporation
 Peoples Energy Corporation
 Pepsico Foundation
 Pfizer Foundation Matching Gifts Program
 Philip Morris Companies, Inc.
 Pitney Bowes, Inc.
 PNC Bank Foundation
 PPG Industries Foundation
 PPL Corporation
 Praxair Matching Grants for Education Program
 PricewaterhouseCoopers Foundation
 Principal Financial Group Foundation, Inc.
 Procter & Gamble Fund
 Progress Energy
 Progressive Insurance Foundation
 Prudential Foundation
 Quaker Oats Co.
 Qualcomm Incorporated
 Radian
 Ralston Purina Company
 Raytheon Matching Gifts for Education Program
 RBC Dain Rauscher Foundation
 Reader's Digest Foundation
 Reliance Standard Life Insurance Company
 Reuters America Incorporated
 Revlon, Inc
 RJR Nabisco, Inc
 Rust-Oleum Corporation
 Safeway, Inc.
 Sallie Mae Fund
 Sara Lee Foundation
 SBC Foundation
 Schering-Plough Foundation
 Scripps Howard Foundation
 Shell Oil Company Foundation
 Shenandoah Life Insurance Company
 Siemens Medical Solutions USA, Incorporated
 SmithKline Beecham
 Sonoco Foundation
 Sony BMG Music Entertainment
 Sony Electronics Incorporated
 Sprint Foundation
 Stanley Works
 State Farm Companies Foundation
 Sun Microsystems Foundation, Incorporated
 SunTrust Bank Atlanta Foundation
 Supervalu Foundation
 Swiss Re American Corporation
 Sylvania
 T. Rowe Price Associates Foundation Incorporated
 Tektronix Foundation
 Telcordia Technologies
 Teleflex Foundation
 Tenet Healthcare Foundation
 Texas Instruments Foundation
 Thrivent Financial for Lutherans
 Time Warner Incorporated
 Time, Incorporated
 Toyota Motor Credit Corp.
 Tyco Matching Gifts Program
 UBS Foundation
 Unilever United States Foundation, Incorporated
 Unisys Corp.
 United States Steel Foundation,

Incorporated
United Technologies
UPS Foundation, Incorporated
Vanguard Group Foundation
Verizon Foundation

Wachovia Foundation
Waste Management Company
Wells Fargo Foundation
Weyerhaeuser Company Foundation
Wyeth

Xerox Corporation
XL Global Services Incorporated
Yum! Brands Foundation, Incorporated
Zurich U.S. Foundation

INTERNATIONAL FAIRE

The International Fair is the premiere event of the school year. This year's fair will occur Saturday, **March 20**. Each classroom is assigned a country to research in depth throughout the year. They learn about their designated country's culture, history, food, customs, art, and dance. The International Fair then provides a forum where children can display art and informational presentations. Many classes perform dances and community dance and musical groups also perform.

All children in attendance receive a passport which is stamped at craft tables throughout the fair after children complete arts and crafts projects pertaining to each country. In addition, each classroom donates a basket for the silent auction. The auction provides the majority of funds earned by the PTA and is necessary to provide arts programs throughout the school year. This is a phenomenal event requiring year-long planning and *many* volunteers. If you are interested in helping to plan this event, obtain donations for the silent auction, or in volunteering on the day of the fair, contact Venus Rodvold at rodvold@cox.net

BOOK FAIR

There are 2 PTA sponsored book fairs each year. These are excellent opportunities for parents to purchase books for their children and depending on the funding needs for the year, proceeds either come back to the school in cash or in books. Volunteers are always needed for these events. The first books fair will occur **September 21-25**. Rose Ferguson is our Book Fair Chair and she can be contacted at www.tfergus1@cox.net.

BOXTOPS

Do you eat cereal? Use toilet paper, Kleenex or Ziploc bags? Riverview earns 10¢ for every Box Top for Education that you bring in. Turn in BoxTops to your child's teacher. This is a simple way that we can all help. Ask grandparents, aunts and uncles, and friends to save their BoxTops too. You can also go to www.BoxTops4Education.com and click on marketplace to find more ways to earn money for Riverview. Earnings last year = \$2,092!



10¢ for RV

ESCRIP

Another simple way to support Riverview, this electronic program gives Riverview up to 5% of the money you spend at local businesses when you use Club Cards and/or Visa/MasterCard. Sign up at either the escrip website <http://www.escrip.com> or fill out a form available in the



office. **Riverview's eScrip ID# is 500004325.** Earnings last year = \$332!

ALBERTSON COMMUNITY PARTNERS

Our school will receive a check quarterly from Albertsons. You can sign up your Albertsons preferred card at www.albertsons.com. **Riverview's Community Partner number is 49000122178.** Earnings last year = \$1,900!

OFFICE DEPOT

Riverview can receive 5% of your purchases. Be sure to mention to the cashier you want to designate Riverview as your school of choice. Our school number is **70009397**, or the Cashier can look up if you mention Riverview.

TARGET

If you have a Target card you can designate Riverview as your school beneficiary. Contact the customer service phone number on your card.

RIVERVIEW RECYCLERS

Don't forget to save your aluminum cans and plastic bottles to turn in every Friday before school on the lawn in front of the office. There is also a box in the office for ink cartridges and cell phones. Parent volunteers then take the recycling to a local recycling center. Parents are always needed to help with recycling even if it is only one or two Fridays a year. If you are interested contact Marti Wilmot at mcw4@cox.net. Earnings last year = \$4,000!

THE 3 P's SNACK SHACK

Each Wednesday after school on the playground, students can purchase **Popcorn, Pickles, Pencils**, or a sno-cone. Parents must park and meet their children prior to making purchases. ESS students must check in at ESS and they will then be walked to the playground. Parents who wish to volunteer their time helping with this project can contact Sonia Willis at sgwillis@cox.net. Earnings last year = \$1,536!

REFLECTIONS

The National PTA Reflections Program is an arts recognition and achievement program for students. The Reflections Program provides opportunities for students to express themselves creatively and to receive positive recognition for original works of art inspired by a pre-selected theme, while increasing community awareness on the importance of the arts in education. Riverview participates in this program each fall. An art show displaying all student entries will occur **October 26-30**. This year's theme is "Beauty is..." Help is needed to collect, prepare, hang, and remove art work. Contact Tiffany Johnson at tjohnson1971@cox.net if you are interested in helping with this worthwhile event.

WALK/JOG-A-THON

Each year the PTA sponsors a walk/jog-a-thon that provides funds for many of our school programs. Each student who receives at least \$20 in pledges receives a t-shirt on the day of the event. This year's walk/jog-a-thon will be **November 13**.

Coordinators for this event are Samantha and Jose Carlos Gomez. Earnings last year = \$5,000!

LOVE OF READING WEEK

February 22-26 is Love of Reading Week. A school-wide “read-in,” guest readers, and a family night at Barnes & Noble on **February 25** are part of this week-long event.

GRANDPARENTS DAY

This year Riverview’s Grandparents Day will be on **October 30**. Grandparents are invited to school to see the costume parade, have their photo taken with their grandchild, have lunch with their grandchildren, and visit their grandchild’s classroom and view the Reflections Art Show in the auditorium.

PeaceBuilders™

What does it mean to be a PeaceBuilder™ school? The following are the beliefs, guidelines and expectations of PeaceBuilders™ and are general rules for Riverview:

EXPECTATIONS FOR RIVERVIEW STUDENTS

Peacebuilders™ Respect Learning

- Producing and valuing quality work
- Having a positive attitude
- Arriving to class on time
- Working in a cooperative way
- Dress appropriately for learning and have a neat and clean appearance

PeaceBuilders™ Respect Others

- Responding respectfully to others, including other students, teachers, playground supervisors and school visitors
- Refraining from sexual harassment, bullying or intimidation
- Refraining from using profane, vulgar or demeaning language or gestures
- Refraining from selling things at school unless it is an approved fundraiser and permission is received from the principal
- Using polite and courteous language

PeaceBuilders™ Respect Property

- Playing only in approved and designated areas
- Using crosswalks for safety
- Picking up paper/garbage and keeping the school clean
- Refraining from chewing gum
- Understanding that expensive equipment such as ipods should not be brought to school
- Obeying the bike riding/skateboarding policy on school property

PeaceBuilders™ Respect Safety

Arriving no earlier than 10 minutes before school starts and reporting to the designated waiting area

Wearing appropriately fitting clothing – loose pants must be belted and shoes must be acceptable for P.E. (no open toe/heel shoes)

Leaving the campus promptly after the last bell and going directly home unless teacher/parent permission has been obtained to stay after school for supervised activities

Obedying the teachers, noon duty supervisors and other school staff

Walking safely in halls, on sidewalks and ramps around school

Running is allowed only on playgrounds

Respond immediately when addressed by teacher or school staff

For Safety reasons all students are expected to:

- ❖ Participate only in Peaceful Playground games. Football, soccer and team basketball are allowed only during P.E. or with adult supervision
- ❖ Bicycles must be walked on and off campus. Students must be 4th grade or older to ride bicycles to school; no skateboards, scooters or shoes with wheels
- ❖ Do not climb on fences, banks, trees or play in ditches
- ❖ Playground equipment should be used following all safety rules
- ❖ Do not kick or throw balls, or any other items at anyone

Behaviors not allowed at school:

- ❖ Bullying, name calling, racial slurs
- ❖ Being disrespectful in words or actions (i.e. no spitting)
- ❖ Intimidation by student(s) of others
- ❖ Inappropriate language or actions
- ❖ Having any forms of weapons at school
- ❖ Pushing, hitting, shoving, kicking or any form of fighting
- ❖ Leaving school grounds without permission by school official
- ❖ Chasing or tag games
- ❖ Lying, cheating, stealing
- ❖ Damage to or theft of school property
- ❖ Threatening other students, staff or visitors
- ❖ Any form of toy or game at school that does not have an academic purpose or teacher consent for “show & tell” time
- ❖ Clothing not allowed at school: short shorts, hats (except for sun protection), halter tops, spaghetti straps, clothing with suggestive or obscene words or illustrations or with advertisements for drugs/alcohol, sagging pants, any clothing that is too large or any kind of gang apparel

PeaceBuilder™ beliefs about discipline:

Students are more successful when there is a strong partnership between home and school

Meaningful relationships enhance self-esteem and develop positive behaviors

Involvement in “meaningful school work” increases appropriate behaviors and attitudes

Expectations for behaviors need to be clear and simple and those expectations need to be taught and understood by all

A school discipline plan should be positive and pro-active

Accepting natural consequences and making restitution are important parts of learning to manage one’s behavior

PeaceBuilder™ guidelines:

Praise people by giving compliments because it makes people feel better and more good things happen.

Give up put downs because put-downs are hurtful and cause people to be mad and angry.

Seek wise people as friends and advisors to get help and directions for making better choices and decisions.

Notice and speak up about hurts you may have caused because being honest and admitting what you did wrong makes people trust you more.

Right Wrongs to show you are really sorry and will not do mean things anymore.

Get things done so you will do better in school and feel more confident because of your accomplishments.

Find better ways to solve problems and work together so good things happen for everyone.

Obey rules and understand that rules are an important part to keeping everyone safe.

SOCIETY OF SCHOLARS

In addition to the PeaceBuilders™ Program, Riverview is introducing the Society of Scholars to students in grades 3-5. Students are introduced to scholarly expectations and invited to join the Society when expectations are met: Some examples include: good study habits, best effort, and PeaceBuilder™ behavior. Students in the Society are invited to run the RVTV show and the student store, or participate in student council, etc. The Society is a dynamic organization and students will be encouraged to meet expectations and join several times throughout the year. In addition, students who slip in scholarly expectations may be given an opportunity to improve within a two week period before being removed.

Lakeside Union School District

THE DISTRICT OFFICE

The school district office is located at 12335 Woodside Ave., Lakeside, CA 92040.

(619)390-2600

Superintendent – Dr. Steve Halfaker

Deputy Superintendent – Kamran Azimzadeh

Asst. Superintendent – Tina Brady

Board of Trustees – Twila Godley, Bonnie LaChappa, Kevin Howe, Keith Hildreth

The board is charged with the responsibility for the general control and direction of education in the district based on state and federal constitutions and laws, and the State Board of Education rules and regulations. School board meetings are typically held the 2nd Thursday of the month at 6:00 p.m. at the district office.

OTHER SCHOOLS

Lakeside Middle School	11833 Woodside Ave.
Tierra del Sol Middle School	9611 Petite Ln.
Lakeside Farms Elementary School	11915 Lakeside Ave.
Lindo Park Elementary School	12824 Lakeshore Dr.
Lakeview Elementary School	9205 Lakeview Rd.
Lemon Crest Elementary School	12463 Lemon Crest Dr.
Winter Gardens Elementary School	8501 Pueblo Rd.
East County Academy of Learning	11838 Valle Vista Rd.
Barona Indian Charter School	1095 Barona Rd.
River Valley Charter	9707½ Marilla Dr.

Special Help for Parents

PHONETIC PRONUNCIATION OF THE SPANISH ALPHABET

A (ah)	B (beh)	C (she)	Ch (cheh)	D (deh)	E (eh)	F (efeh)
G (geh)	H (ah-cheh)	I (eee)	J (hota)	K (kah)	L (eleh)	LI (ayeh)
M (emeh)	N (eneh)	Ñ (enyeh)	O (oh)	P (peh)	Q (coo)	R (ereh)
Rr (erreh)	S (eseh)	T (teh)	U (oooh)	V (veh)	W (doble-oooh)	X (eh-keys)
Y (eee-grie-a-ga)	Z (se-tah)					

WORD BANK OF HIGH FREQUENCY ENGLISH WORDS

The words in this word bank are listed in the order of their frequency of use in everyday writing. Since *the* is the most frequently used word in English, its number is one in the word bank. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

- | | | |
|-----------|------------|----------------|
| 1. the | 48. about | 95. words |
| 2. of | 49. how | 96. called |
| 3. and | 50. up | 97. just |
| 4. a | 51. out | 98. where |
| 5. to | 52. them | 99. most |
| 6. in | 53. then | 100. know |
| 7. is | 54. she | 101. get |
| 8. you | 55. many | 102. through |
| 9. that | 56. some | 103. back |
| 10. it | 57. so | 104. much |
| 11. he | 58. these | 105. go |
| 12. for | 59. would | 106. good |
| 13. was | 60. other | 107. new |
| 14. on | 61. into | 108. write |
| 15. are | 62. has | 109. our |
| 16. as | 63. more | 110. me |
| 17. with | 64. her | 111. man |
| 18. his | 65. two | 112. too |
| 19. they | 66. like | 113. any |
| 20. at | 67. him | 114. day |
| 21. be | 68. see | 115. same |
| 22. this | 69. time | 116. right |
| 23. from | 70. could | 117. look |
| 24. I | 71. no | 118. think |
| 25. have | 72. make | 119. also |
| 26. or | 73. than | 120. around |
| 27. by | 74. first | 121. another |
| 28. one | 75. been | 122. came |
| 29. had | 76. its | 123. come |
| 30. not | 77. who | 124. work |
| 31. but | 78. now | 125. three |
| 32. what | 79. people | 126. must |
| 33. all | 80. my | 127. because |
| 34. were | 81. made | 128. does |
| 35. when | 82. over | 129. part |
| 36. we | 83. did | 130. even |
| 37. there | 84. down | 131. place |
| 38. can | 85. only | 132. well |
| 39. an | 86. way | 133. such |
| 40. your | 87. find | 134. here |
| 41. which | 88. use | 135. take |
| 42. their | 89. may | 136. why |
| 43. said | 90. water | 137. help |
| 44. if | 91. long | 138. put |
| 45. do | 92. little | 139. different |
| 46. will | 93. very | 140. away |
| 47. each | 94. after | 141. again |

- | | | |
|----------------|---------------|--------------|
| 142. off | 196. until | 250. however |
| 143. went | 197. form | 251. sure |
| 144. old | 198. food | 252. knew |
| 145. number | 199. keep | 253. it's |
| 146. great | 200. children | 254. try |
| 147. tell | 201. feet | 255. told |
| 148. men | 202. land | 256. young |
| 149. say | 203. side | 257. sun |
| 150. small | 204. without | 258. thing |
| 151. every | 205. boy | 259. whole |
| 152. found | 206. once | 260. hear |
| 153. still | 207. animal | 261. example |
| 154. between | 208. life | 262. heard |
| 155. mane | 209. enough | 263. several |
| 156. should | 210. took | 264. change |
| 157. home | 211. four | 265. answer |
| 158. big | 212. head | 266. room |
| 159. give | 213. above | 267. sea |
| 160. air | 214. kind | 268. against |
| 161. line | 215. began | 269. top |
| 162. set | 216. almost | 270. turned |
| 163. own | 217. live | 271. learn |
| 164. under | 218. page | 272. point |
| 165. read | 219. got | 273. city |
| 166. last | 220. earth | 274. play |
| 167. never | 221. need | 275. toward |
| 168. us | 222. far | 276. five |
| 169. left | 223. hand | 277. himself |
| 170. end | 224. high | 278. usually |
| 171. along | 225. year | 279. money |
| 172. while | 226. mother | 280. seen |
| 173. might | 227. light | 281. didn't |
| 174. next | 228. country | 282. car |
| 175. sound | 229. father | 283. morning |
| 176. below | 230. let | 284. I'm |
| 177. saw | 231. night | 285. body |
| 178. something | 232. picture | 286. upon |
| 179. thought | 233. being | 287. family |
| 180. both | 234. study | 288. later |
| 181. few | 235. second | 289. turn |
| 182. those | 236. soon | 290. move |
| 183. always | 237. story | 291. face |
| 184. show | 238. since | 292. door |
| 185. large | 239. white | 293. cut |
| 186. often | 240. ever | 294. done |
| 187. together | 241. paper | 295. group |
| 188. asked | 242. hard | 296. true |
| 189. house | 243. near | 297. half |
| 190. don't | 244. sentence | 298. red |
| 191. world | 245. better | 299. fish |
| 192. going | 246. best | 300. plants |
| 193. want | 247. across | 301. living |
| 194. school | 248. during | 302. black |
| 195. important | 249. today | 303. eat |

- | | | |
|--------------------|---------------|-----------------|
| 304. short | 358. green | 412. warm |
| 305. United States | 359. yes | 413. gone |
| 306. run | 360. built | 414. finally |
| 307. book | 361. special | 415. summer |
| 308. gave | 362. ran | 416. understand |
| 309. order | 363. full | 417. moon |
| 310. open | 364. town | 418. animals |
| 311. ground | 365. complete | 419. mind |
| 312. cold | 366. oh | 420. outside |
| 313. really | 367. person | 421. power |
| 314. table | 368. hot | 422. problem |
| 315. remember | 369. anything | 423. longer |
| 316. tree | 370. hold | 424. winter |
| 317. course | 371. state | 425. deep |
| 318. front | 372. list | 426. heavy |
| 319. American | 373. stood | 427. carefully |
| 320. space | 374. hundred | 428. follow |
| 321. inside | 375. ten | 429. beautiful |
| 322. ago | 376. fast | 430. everyone |
| 323. sad | 377. felt | 431. leave |
| 324. early | 378. kept | 432. everything |
| 325. I'll | 379. notice | 433. game |
| 326. learned | 380. can't | 434. system |
| 327. brought | 381. strong | 435. bring |
| 328. close | 382. voice | 436. watch |
| 329. nothing | 383. probably | 437. shell |
| 330. though | 384. area | 438. dry |
| 331. idea | 385. horse | 439. within |
| 332. before | 386. matter | 440. floor |
| 333. lived | 387. stand | 441. ice |
| 334. became | 388. box | 442. ship |
| 335. add | 389. start | 443. themselves |
| 336. become | 390. that's | 444. begin |
| 337. grow | 391. class | 445. fact |
| 338. draw | 392. piece | 446. third |
| 339. yet | 393. surface | 447. quite |
| 340. less | 394. river | 448. carry |
| 341. wind | 395. common | 449. distance |
| 342. behind | 396. stop | 450. although |
| 343. cannot | 397. am | 451. sat |
| 344. letter | 398. talk | 452. possible |
| 345. among | 399. whether | 453. heart |
| 346. able | 400. fine | 454. real |
| 347. dog | 401. round | 455. simple |
| 348. shown | 402. dark | 456. snow |
| 349. mean | 403. past | 457. rain |
| 350. English | 404. ball | 458. suddenly |
| 351. rest | 405. girl | 459. easy |
| 352. perhaps | 406. road | 460. leaves |
| 353. certain | 407. blue | 461. lay |
| 354. six | 408. instead | 462. size |
| 355. feel | 409. either | 463. wild |
| 356. fire | 410. held | 464. weather |
| 357. ready | 411. already | 465. miss |

- | | | |
|---------------|------------------|-----------------|
| 466. pattern | 520. whose | 574. soil |
| 467. sky | 521. correct | 575. human |
| 468. walked | 522. bed | 576. trip |
| 469. main | 523. measure | 577. woman |
| 470. someone | 524. straight | 578. eye |
| 471. center | 525. base | 579. milk |
| 472. field | 526. mountain | 580. choose |
| 473. stay | 527. caught | 581. north |
| 474. itself | 528. hair | 582. seven |
| 475. boat | 529. bird | 583. famous |
| 476. question | 530. wood | 584. late |
| 477. wide | 531. color | 585. pay |
| 478. least | 532. war | 586. sleep |
| 479. tiny | 533. fly | 587. iron |
| 480. hour | 534. yourself | 588. trouble |
| 481. happened | 535. seem | 589. store |
| 482. foot | 536. thus | 590. beside |
| 483. care | 537. square | 591. oil |
| 484. low | 538. moment | 592. modern |
| 485. else | 539. teacher | 593. fun |
| 486. gold | 540. happy | 594. catch |
| 487. build | 541. bright | 595. business |
| 488. glass | 542. sent | 596. reach |
| 489. rock | 543. present | 597. lot |
| 490. tall | 544. plan | 598. won't |
| 491. alone | 545. rather | 599. case |
| 492. bottom | 546. length | 600. speak |
| 493. check | 547. speed | 601. shape |
| 494. reading | 548. machine | 602. eight |
| 495. fall | 549. information | 603. edge |
| 496. poor | 550. except | 604. soft |
| 497. map | 551. figure | 605. village |
| 498. friend | 552. you | 606. object |
| 499. language | 553. re | 607. age |
| 500. job | 554. free | 608. minute |
| 501. music | 555. fell | 609. wall |
| 502. buy | 556. suppose | 610. meet |
| 503. window | 557. ocean | 611. record |
| 504. mark | 558. government | 612. copy |
| 505. heat | 559. baby | 613. forest |
| 506. grew | 560. grass | 614. especially |
| 507. listen | 561. plane | 615. necessary |
| 508. ask | 562. street | 616. he's |
| 509. single | 563. couldn't | 617. unit |
| 510. clear | 564. reason | 618. flat |
| 511. energy | 565. difference | 619. direction |
| 512. week | 566. maybe | 620. south |
| 513. explain | 567. history | 621. subject |
| 514. lost | 568. mouth | 622. skin |
| 515. spring | 569. middle | 623. wasn't |
| 516. travel | 570. step | 624. I've |
| 517. wrote | 571. child | 625. yellow |
| 518. farm | 572. strange | 626. party |
| 519. circle | 573. wish | 627. force |

628. test	682. rule	736. death
629. bad	683. science	737. hole
630. temperature	684. afraid	738. coast
631. pair	685. women	739. cross
632. ahead	686. produce	740. sharp
633. wrong	687. pull	741. fight
634. practice	688. son	742. capital
635. sand	689. meant	743. fill
636. tail	690. broken	744. deal
637. wait	691. interest	745. busy
638. difficult	692. chance	746. beyond
639. general	693. thick	747. send
640. cover	694. sight	748. love
641. material	695. pretty	749. cool
642. isn't	696. train	750. cause
643. thousand	697. fresh	751. please
644. sign	698. drive	752. meat
645. guess	699. lead	753. lady
646. forward	700. break	754. west
647. huge	701. sit	755. glad
648. ride	702. bought	756. action
649. region	703. radio	757. pass
650. nor	704. method	758. type
651. period	705. king	759. attention
652. blood	706. similar	760. gas
653. rich	707. return	761. kitchen
654. team	708. corn	762. pick
655. corner	709. decide	763. scale
656. cat	710. position	764. basic
657. amount	711. bear	765. happen
658. garden	712. hope	766. safe
659. led	713. song	767. grown
660. note	714. engine	768. cost
661. various	715. board	769. wear
662. race	716. control	770. act
663. bit	717. spread	771. hat
664. result	718. evening	772. arm
665. brother	719. brown	773. believe
666. addition	720. clean	774. major
667. doesn't	721. wouldn't	775. gray
668. dead	722. section	776. wonder
669. weight	723. spent	777. include
670. thin	724. ring	778. describe
671. stone	725. teeth	779. electric
672. hit	726. quiet	780. sold
673. wife	727. ancient	781. visit
674. island	728. stick	782. sheep
675. we'll	729. afternoon	783. I'd
676. opposite	730. silver	784. office
677. born	731. nose	785. row
678. sense	732. century	786. contain
679. cattle	733. therefore	787. fit
680. million	734. level	788. equal
681. anyone	735. you'll	789. value

- | | | |
|-----------------|-----------------|----------------|
| 790. yard | 844. column | 898. paid |
| 791. beat | 845. twice | 899. motion |
| 792. inch | 846. particular | 900. myself |
| 793. sugar | 847. shop | 901. divide |
| 794. key | 848. unless | 902. supply |
| 795. product | 849. spot | 903. laid |
| 796. desert | 850. neither | 904. dear |
| 797. bank | 851. met | 905. surprise |
| 798. farther | 852. wheel | 906. gun |
| 799. won | 853. none | 907. entire |
| 800. total | 854. hill | 908. fruit |
| 801. sell | 855. television | 909. crowd |
| 802. wire | 856. bill | 910. band |
| 803. rose | 857. solve | 911. wet |
| 804. cotton | 858. pressure | 912. solid |
| 805. spoke | 859. report | 913. northern |
| 806. rope | 860. farmer | 914. flower |
| 807. fear | 861. count | 915. star |
| 808. shore | 862. trade | 916. feed |
| 809. throughout | 863. chief | 917. wooden |
| 810. compare | 864. month | 918. sort |
| 811. movement | 865. clothes | 919. develop |
| 812. exercise | 866. doctor | 920. shoulder |
| 813. bread | 867. indeed | 921. variety |
| 814. process | 868. dance | 922. season |
| 815. nature | 869. church | 923. share |
| 816. apart | 870. original | 924. jump |
| 817. path | 871. enjoy | 925. regular |
| 818. careful | 872. string | 926. represent |
| 819. narrow | 873. sister | 927. market |
| 820. mental | 874. familiar | 928. we're |
| 821. nine | 875. onto | 929. flew |
| 822. useful | 876. imagine | 930. finger |
| 823. public | 877. blow | 931. expect |
| 824. according | 878. quick | 932. army |
| 825. steel | 879. law | 933. cabin |
| 826. salt | 880. lie | 934. camp |
| 827. speech | 881. final | 935. danger |
| 828. forth | 882. rise | 936. purpose |
| 829. nation | 883. loud | 937. breakfast |
| 830. knowledge | 884. fair | 938. proper |
| 831. appear | 885. herself | 939. coat |
| 832. ate | 886. slow | 940. push |
| 833. dinner | 887. noise | 941. express |
| 834. hurt | 888. statement | 942. shot |
| 835. spend | 889. hungry | 943. angry |
| 836. experiment | 890. join | 944. southern |
| 837. touch | 891. tube | 945. dress |
| 838. drop | 892. rode | 946. bag |
| 839. chair | 893. empty | 947. proud |
| 840. east | 894. twenty | 948. neck |
| 841. separate | 895. broke | 949. breath |
| 842. truck | 896. nice | 950. strength |
| 843. sing | 897. effect | 951. member |

952. twelve
953. mine
954. company
955. current
956. pound
957. valley
958. double
959. till
960. match
961. average
962. die
963. liquid
964. alive
965. stream
966. provide
967. drink
968. experience
969. future
970. tomorrow
971. drove
972. population
973. finish
974. station
975. shook
976. stage
977. oxygen
978. poem
979. solution
980. burn
981. cent
982. electricity
983. everybody
984. rate
985. dust
986. worth
987. community
988. captain
989. bus
990. protect
991. cook
992. raise
993. further
994. steam
995. guide
996. discover
997. plain
998. usual
999. seat
1000. accept
1001. police
1002. consider
1003. dozen
1004. baseball
1005. rubber
1006. symbol
1007. support
1008. exactly
1009. industry
1010. they're
1011. beneath
1012. laugh
1013. groceries
1014. popular
1015. thank
1016. quarter
1017. climbed
1018. continue
1019. potatoes
1020. receive
1021. design
1022. president
1023. charge
1024. mistake
1025. hospital
1026. remain
1027. service
1028. increase
1029. students
1030. insects
1031. address
1032. sincerely
1033. dollars
1034. belong
1035. bottle
1036. flight
1037. forget
1038. bicycle
1039. secret
1040. soldier
1041. silent
1042. structure
1043. height
1044. observe
1045. indicate
1046. railroad
1047. knife
1048. married
1049. suggested
1050. entered
1051. magazine
1052. agree
1053. fifty
1054. escape
1055. threw
1056. planet
1057. dangerous
1058. event
1059. leader
1060. peace
1061. spelling
1062. chapter
1063. swimming
1064. opportunity
1065. immediately
1066. favorite
1067. settled
1068. telephone
1069. repeat
1070. prepare
1071. instance
1072. avenue
1073. newspaper
1074. actually
1075. employee
1076. review
1077. convince
1078. allowed
1079. nobody
1080. details
1081. muscles
1082. model
1083. climate
1084. coffee
1085. whenever
1086. serious
1087. angle
1088. feather
1089. determined
1090. dictionary
1091. ordinary
1092. extra
1093. rough
1094. library
1095. condition
1096. arrived
1097. located
1098. program
1099. pencil
1100. tongue
1101. title
1102. enemy
1103. garage
1104. lose
1105. vegetable
1106. parents
1107. style
1108. education
1109. required
1110. political
1111. daughter
1112. individual
1113. progress

1114. altogether	1144. medicine	1174. offered
1115. activities	1145. excellent	1175. apply
1116. article	1146. operation	1176. improve
1117. equipment	1147. council	1177. stomach
1118. discuss	1148. author	1178. collect
1119. healthy	1149. organize	1179. prevent
1120. perfect	1150. concern	1180. courage
1121. recognize	1151. barbecue	1181. occur
1122. frequently	1152. accident	1182. foreign
1123. character	1153. disease	1183. quality
1124. personal	1154. construction	1184. terrible
1125. disappear	1155. motor	1185. instrument
1126. success	1156. affect	1186. balance
1127. traffic	1157. conversation	1187. ability
1128. yesterday	1158. evidence	1188. arrange
1129. situation	1159. citizen	1189. rhythm
1130. realize	1160. environment	1190. avoid
1131. message	1161. influence	1191. daily
1132. recently	1162. cancel	1192. identify
1133. account	1163. audience	1193. standard
1134. physical	1164. apartment	1194. combine
1135. neighbor	1165. worse	1195. attached
1136. excited	1166. transportation	1196. frighten
1137. whisper	1167. frozen	1197. social
1138. available	1168. waste	1198. factory
1139. college	1169. couple	1199. license
1140. furniture	1170. function	1200. recommend
1141. leather	1171. connect	
1142. husband	1172. project	
1143. principal	1173. pronounce	

1000 MOST COMMON SPANISH WORDS

[a partir de](#) from, as of
[a través de](#) through,
 across
[a](#) a, to
[abajo](#) down, below,
 downstairs
[abandonar](#) to abandon
[abrir](#) to open, unlock
[absoluto/a](#) absolute
[abuelo](#) grandfathers,
 grandpa
[acabar](#) to finish
[acaso](#) perhaps, maybe
[acción\ciones](#) action
[aceptar](#) to accept
[acercar](#) to approach

[acompañar](#) to
 accompany
[acordar](#) to decide
[actitud](#) attitude
[actividad](#) activity
[acto](#) act
[actual](#) present
[actuar](#) to act
[acudir](#) to go, come
[acuerdo](#) agreement
[adelante](#) ahead
[además de](#) in addition
 to, besides, furthermore
[además](#) in addition,
 besides, furthermore
[adquirir](#) to acquire

[advertir](#) to notice, warn
[afectar](#) to affect
[afirmar](#) to affirm
[agua](#) water
[ahí](#) there
[ahí](#) there
[ahora](#) now
[aire](#) air
[al](#) to, to the
[alcanzar](#) to reach
[alejar](#) to move away,
 remove
[alemán/mana](#) german
[algo](#) something
[alguien](#) somebody,
 someone

[alguien](#) somebody
[algún](#) some, any
[alguno/a](#) some, any
[allá](#) there
[allí](#) there
[alma](#) soul
[alto/a](#) tall, high, stop
[altura](#) height
[amar](#) to love
[ambos/bas](#) both
[americano/a](#) american
[amigo/a](#) friend
[amor](#) love
[amplio/plia](#) ample
[añadir](#) to add
[análisis](#) analysis
[andar](#) to walk
[animal](#) animal
[año](#) year
[ante](#) before, in front of
[ante](#) before
[anterior](#) previous
[antes de](#) before
[antiguo/gua](#) ancient, old
[anunciar](#) to announce
[aparecer](#) to appear
[apenas](#) hardly,scarcely
[aplicar](#) to apply
[apoyar](#) to support, lean
[aprender](#) to learn
[aprovechar](#) to take
 advantage of
[aquel](#) that
[aquello/a](#) that
[aquí](#) here
[árbol](#) tree
[arma](#) weapon
[arriba](#) up
[arte](#) art
[asegurar](#) to assure
[así como](#) as well as,
 such, like that
[así que](#) so, therefore
[así](#) like this
[aspecto](#) aspect

[asunto](#) matter, bussiness
[atención\ciones](#) attention
[atrás](#) back, behind
[atreverse](#) to dare
[aumentar](#) to increase,
 raise
[aun](#) even
[aún](#) still
[aunque](#) though, although
[auténtico/a](#) authentic
[autor/a](#) author
[autoridad](#) authority
[avanzar](#) to advance
[ayer](#) yesterday
[ayuda](#) aid, help
[ayudar](#) to help
[azul](#) blue
[bajar](#) to bring down,
 lower, go down
[bajo/a](#) low, short, faint
[barcelona](#) barcelona
[barrio](#) neighborhood
[base](#) base, basis
[bastante](#) fairly, rather
[bastar](#) to be enough,
 suffice
[beber](#) to drink
[bien](#) well, good
[blanco/a](#) white
[boca](#) mouth
[brazo](#) arm
[buen](#) good, well
[buscar](#) to look for, to
 seek
[caballo](#) horse
[caber](#) to fit, go into
[cabeza](#) head
[cabo](#) end, stub
[cada](#) each
[cadena](#) chain
[caer](#) to fall
[calle](#) street
[cama](#) bed
[cambiar](#) to change
[cambio](#) change

[caminar](#) to walk
[camino](#) road
[campaña](#) countryside
[campo](#) field
[cantar](#) to sing
[cantidad](#) quantity
[capacidad](#) capacity
[capaz\paces](#) able
[capital](#) capital
[cara](#) face
[carácter/racteres](#)
 character
[carne](#) meat
[carrera](#) running
[carta](#) letter
[casa](#) house
[casar](#) to marry
[casi](#) almost
[caso](#) case
[catalán](#) catalan
[causa](#) cause, reason
[celebrar](#) to celebrate
[célula](#) cell
[central](#) central
[centro](#) center, downtown
[cerebro](#) brain
[cerrar](#) to close
[chica](#) small, girl,little
[chico/a](#) boy, girl
[cielo](#) sky, heaven
[ciencia](#) science
[científico/a](#) scientific
[ciento](#) one hundred
[cierto/a](#) true
[cinco](#) five
[cine](#) cinema, movies
[circunstancia](#)
 circumstance
[ciudad](#) city
[ciudadano/a](#) citizen
[civil](#) civil
[claro/a](#) clearly, clear
[clase](#) class
[coche](#) car, automobile,
 coach, carriage

[coger](#) to take
[colocar](#) to place, put
[color](#) color
[comentar](#) to comment, discuss, mention
[comenzar](#) to begin, start
[comer](#) to eat
[como](#) as, since, like
[cómo](#) how
[compañero/a](#) partner, companion
[compañía](#) company
[completo](#) complete, full
[comprar](#) to buy, purchase
[comprender](#) to comprehend, to understand
[comprobar](#) to check
[común\munes](#) common
[comunicación\ciones](#) communication
[con que](#) so long as
[con](#) with
[concepto](#) concept
[conciencia](#) conscience
[concreto](#) concrete, specific
[condición\siones](#) condition
[conducir](#) to drive
[conjunto](#) joint, outfit, band
[conocer](#) to know, meet
[conocimiento](#) knowlogde
[consecuencia](#) consequence
[conseguir](#) to obtain
[conservar](#) to conserve
[considerar](#) to consider
[consistir](#) to consist
[constante](#) constant
[constituir](#) to constitute
[construir](#) to construct,

build
[contacto](#) contact
[contar](#) to count
[contemplar](#) to contemplate
[contener](#) to contain
[contestar](#) to answer, reply
[continuar](#) to continue
[contra](#) against
[contrario](#) opposite
[control](#) control, check
[controlar](#) to control
[convencer](#) to convince
[conversación](#) conversation
[convertir](#) to turn into, convert
[corazón](#) heart
[correr](#) to run, race
[corresponder](#) to correspond, belong
[corriente](#) current
[cortar](#) to cut
[cosa](#) thing
[costumbre](#) custom, habit
[crear](#) to create
[crecer](#) to grow, increase
[creer](#) to believe
[crisis](#) crisis
[cruzar](#) to cross
[cuadro](#) picture, square, painting
[cual](#) as, like
[cuál](#) which, what
[cualquier](#) any
[cuando](#) when
[cuanto](#) how much, as
[cuánto](#) how much
[cuarto/a](#) quarter
[cuatro](#) four
[cubrir](#) to cover
[cuenta](#) count
[cuerpo](#) body
[cuestión\tiones](#) matter,

affair
[cultura](#) culture
[cultural](#) cultural
[cumplir](#) to accomplish, carry out
[cuyo/a](#) whose, of whom
[dar](#) to give
[dato](#) data
[de](#) of, from
[deber](#) to owe
[decidir](#) to decide
[decir](#) to say, tell
[decisión](#) decision
[declarar](#) to declare
[dedicar](#) to dedicate
[dedo](#) finger, toe
[defender](#) to defend
[defensa](#) defense
[definir](#) to define
[definitivo](#) definitive
[dejar](#) to leave
[del](#) of, from
[demás](#) rest of the
[demasiado](#) too much
[democracia](#) democracy
[demostrar](#) to demonstrate
[dentro de](#) within, in
[depender](#) to depend
[derecha](#) right
[derecho](#) straight, righth
[desaparecer](#) to disappear
[desarrollar](#) to develop
[desarrollo](#) development
[desconocer](#) to not know, fail to recognize
[descubrir](#) to discover
[desde que](#) since
[desde](#) from, since
[desear](#) to wish
[deseo](#) desire
[despertar](#) to wake up
[después de](#) after
[después](#) afterwards, then
[destino](#) destiny,

[destinación](#)
[detener](#) to stop
[determinar](#) to determine
[día](#) day
[diario/ria](#) newspaper
[diez](#) ten
[diferencia](#) difference
[diferente](#) different
[difícil](#) difficult
[dificultad](#) difficulty
[dinero](#) money
[dios/diosa](#) god, goddess
[dirección](#) address, direction
[directo](#) direct, straight
[director/tora](#) director, manager
[dirigir](#) to direct
[disponer](#) to arrange
[distancia](#) distance
[distinto](#) different
[diverso](#) diverse
[doble](#) double
[doctor/tora](#) doctor
[dolor](#) pain
[don](#) gift, talent
[donde](#) where
[dónde](#) where
[dormir](#) to sleep
[dos](#) two
[duda](#) doubt
[durante](#) during
[duro](#) hard
[e](#) and
[echar](#) to throw, cast
[económico](#) economic, economical
[edad](#) age
[efecto](#) effect
[ejemplo](#) example
[ejército](#) army
[ejército](#) army
[el/a](#) the
[él](#) he, him
[elección](#) election

[elegir](#) to choose, select
[elemento](#) element
[elevar](#) to elevate, raise
[empezar](#) to begin, start
[empresa](#) company
[en](#) in, into, inside, on
[encender](#) to light, switch on, set fire to
[encima](#) on top
[encontrar](#) to find
[encuentro](#) encounter, meeting
[energía](#) energy
[enfermedad](#) illness, disease, sickness
[enfermo](#) ill, sick
[enorme](#) enormous
[enseñar](#) to teach
[entender](#) to understand
[enterar](#) to find out, inform
[entonces](#) then
[entrada](#) entrance, entry
[entrar](#) to enter
[entre](#) between, among
[entregar](#) to deliver, give
[enviar](#) to send
[época](#) epoch, period
[equipo](#) equipment, team
[error](#) error, mistake
[es decir](#) that is to say
[escapar](#) to escape, run away
[escribir](#) to write
[escritor/tora](#) writer
[escuchar](#) to listen, heard
[ese/a](#) that
[esfuerzo](#) effort, endeavor, exertion
[eso](#) that
[espacio](#) space
[espalda](#) back
[españa](#) Spain
[español/ñola](#) Spanish

[española](#) Spanish, Spaniard
[especial](#) special
[especie](#) species
[esperanza](#) hope, prospect
[esperar](#) to hope, wait
[espíritu](#) spirit
[ésta](#) is
[establecer](#) to establish
[estado](#) state
[estados unidos](#) united States
[estar](#) to be, stay
[éste/a](#) this one
[este/a](#) this
[este](#) this
[esto](#) this
[estrella](#) star
[estructura](#) structure
[estudiar](#) to study
[estudio](#) study, studio
[etapa](#) stage
[europa](#) Europe
[europeo/pea](#) European
[evidente](#) evident
[evitar](#) to avoid
[exacto/a](#) exact
[exigir](#) to demand
[existencia](#) existence
[existir](#) to exist
[éxito](#) success
[experiencia](#) experience
[explicar](#) to explain
[expresión](#) expression
[extender](#) to extend
[exterior](#) outside, exterior
[extranjero/a](#) foreigner, foreign
[extraño](#) strange, foreign
[extremo](#) extreme
[fácil](#) easy
[falta](#) lack
[faltar](#) to lack
[familia](#) family

[familiar](#) familiar, family
[famoso](#) famous
[fenómeno](#) phenomenon
[fiesta](#) celebration, party
[figura](#) figure, shape
[figura](#) to figure
[fijar](#) to fasten, affix
[fin](#) end
[final](#) end, final
[físico](#) physical, physicist
[flor](#) flower
[fondo](#) bottom, rear
[forma](#) shape
[formar](#) to form
[francés/cesa](#) french
[francés](#) french
[francia](#) france
[frase](#) phrase
[frecuencia](#) frequency
[frente](#) in front
[frío/a](#) cold, cool
[fuego](#) fire
[fuente](#) source
[fuera de](#) outside of, beyond
[fuerte](#) hard, strong
[fuerza](#) force, strength
[función](#) function
[funcionar](#) to work, run, function
[fundamental](#)
 fundamental
[fútbol](#) soccer, football
[futuro](#) future
[ganar](#) to win
[general](#) general
[gente](#) people
[gesto](#) gesture
[gobierno](#) government
[golpe](#) blow
[gracia](#) grace
[gran](#) big
[grande](#) big, great
[grave](#) grave, deep
[gritar](#) to shout, scream

[grupo](#) group
[guardar](#) to keep
[guerra](#) war
[gustar](#) to taste, like
[gusto](#) taste, pleasure, liking
[haber](#) to have, has
[habitación](#) room, bedroom
[habitual](#) habitual, usual
[hablar](#) to speak, talk
[hacer](#) to do, make
[hacia](#) towards
[hallar](#) to find, discover
[hasta que](#) until, even
[hasta](#) until, even
[hecho/cha](#) fact
[hermana](#) sister
[hermano/a](#) brother
[hermoso/a](#) beautiful
[hija](#) daughter
[hijo/a](#) son, daughter
[historia](#) history
[histórico](#) historical
[hombre](#) man
[hombro](#) shoulder
[hora](#) hour
[hoy](#) today
[humano/a](#) human
[idea](#) idea
[iglesia](#) church
[igual](#) equal
[imagen/imágenes](#) image
[imaginar](#) to imagine
[impedir](#) to prevent
[imponer](#) to impose, command
[importancia](#) importance
[importante](#) important
[importar](#) to matter, be important
[imposible](#) impossible
[incluir](#) to include
[incluso](#) even, in fact
[indicar](#) to indicate

[individuo](#) individual
[información\ciones](#)
 information
[informar](#) to inform
[informar](#) to inform
[inglés/glesa](#) english
[iniciar](#) to initiate
[inmediato/a](#) immediate
[insistir](#) to insist
[instante](#) moment, instant
[intentar](#) to try
[interés\reses](#) interest
[interesar](#) to interest
[interior](#) interior, inner
[internacional](#)
 international
[introducir](#) to introduce, insert
[ir](#) to go
[izquierda](#) left
[jamás](#) never
[jefe/a](#) chief, leader, boss
[joven](#) young person
[juego](#) game, playing
[jugador](#) player, gambler
[jugar](#) to play, gambler
[juicio](#) judgment, sense
[junto a](#) next to
[junto](#) together, joined, close
[justo](#) just, fair
[labio](#) lip
[lado](#) side
[lanzar](#) to throw
[largo](#) long
[lector/tora](#) reader
[leer](#) to read
[lengua](#) language, tongue
[lenguaje](#) language
[lento](#) slow
[levantar](#) to lift, raise
[ley](#) law
[libertad](#) freedom
[libre](#) free
[libro](#) book

[limitar](#) to limit
[línea](#) line
[literatura](#) literature
[llamar](#) to call, phone
[llegar](#) to arrive, come
[llenar](#) to fill
[lleno](#) full
[llevar](#) to take, carry
[llorar](#) to cry, weep
[lo](#) the for it
[loco/a](#) crazy, insane
[lograr](#) to obtain, achieve, get
[lucha](#) fight, struggle
[luego](#) then, later
[lugar](#) place
[luz](#) light, lighting
[madre](#) mother
[mal](#) badly, poorly, incorrectly
[malo/a](#) bad
[mañana](#) tomorrow
[mandar](#) to command
[manera](#) way, manner
[manifestar](#) to declare
[mano](#) hand
[mantener](#) to maintain
[máquina](#) machine
[mar](#) sea
[marcar](#) to mark
[marcha](#) march
[marchar](#) to march
[marido](#) husband
[mas](#) but
[más](#) more
[masa](#) mass
[matar](#) to kill
[materia](#) matter
[material](#) material
[máximo](#) maximum
[mayor](#) greater
[mayoría](#) majority
[mediante](#) by means of
[médico/a](#) doctor
[medida](#) measurement

[medio/día](#) means
[mejor](#) better
[memoria](#) memory
[menor](#) minor
[menos](#) less
[menudo](#) small, insignificant
[mercado](#) market
[merecer](#) to deserve
[mes](#) month
[mesa](#) it pulls
[meter](#) to put
[método](#) method
[metro](#) meter
[mi\mis](#) my, not me
[mí](#) me, not my
[miedo](#) fear
[miembro](#) member
[mientras que](#) whereas, while
[mientras](#) while
[mil](#) thousand
[militar](#) military man
[millón](#) million
[mínimo/a](#) minimum
[ministro/tra](#) minister
[minuto](#) minute
[mío/a](#) mine
[mirada](#) watched
[mirar](#) to watch
[mismo](#) same
[mitad](#) half
[modelo](#) model
[moderno/a](#) modern
[modo](#) way, manner, mode
[momento](#) moment
[moral](#) moral
[morir](#) to die
[mostrar](#) to show
[motivo](#) reason
[mover](#) to move, stir
[movimiento](#) movement, motion
[muchacho/cha](#) boy

[mucho](#) much
[muerte](#) death
[mujer/jeres](#) woman, women
[mundial](#) worldwide
[mundo](#) world
[música](#) music
[muy](#) very, highly
[nacer](#) to be born
[nacional](#) national
[nada](#) nothing
[nadie](#) nobody, no-one
[natural](#) natural
[naturaleza](#) nature
[necesario/ria](#) necessary
[necesidad](#) necessity, need
[necesitar](#) to need
[negar](#) to deny
[negocio](#) business
[negro/gra](#) black
[ni siquiera](#) not even
[ni](#) nor, neither
[niña](#) girl, child
[ningún](#) none
[ninguno/a](#) no, none, nobody, no one
[niño/a](#) boy, girl
[nivel](#) level
[no](#) no
[noche](#) night
[nombre](#) name
[normal](#) normal
[norteamericano/a](#) North American
[notar](#) to notice
[noticia](#) the news
[novela](#) novel
[nuestro/tra](#) ours
[nuevo/a](#) new
[número](#) number
[nunca](#) never
[o](#) or
[objetivo](#) objective
[objeto](#) object
[obligar](#) to force, oblige

[obra](#) work
[observar](#) to observe
[obtener](#) to obtain, get
[ocasión\ciones](#) occasion
[ocho](#) eight
[ocupar](#) to occupy
[ocurrir](#) to happen
[oficial](#) official
[ofrecer](#) to offer
[oír](#) to hear
[ojo](#) eye
[olvidar](#) to forget
[operación](#) operation
[opinión](#) opinion
[origen/rígenes](#) origin
[oro](#) gold
[oscuro/a](#) dark, obscure
[otro/tra](#) another, other
[paciente](#) patient
[padre](#) father
[pagar](#) to pay
[página](#) page
[país](#) country, nation
[países](#) countries
[palabra](#) word
[papel](#) paper
[par](#) pair, couple
[para que](#) so that
[para](#) for, towards, stop
[parar](#) to stop, stand
[parecer](#) to seem
[pared](#) wall
[pareja](#) even, couple, pair
[parte](#) part
[participar](#) to participate
[particular](#) particular, private
[partido](#) party, game
[partir](#) to start off, depart, split, divide
[pasado](#) past
[pasar](#) to happen, pass
[paso](#) step
[paso](#) step
[paz](#) peace

[pecho](#) chest
[pedir](#) to request, ask for
[película](#) film, movie
[peligro](#) danger
[pelo](#) hair
[pena](#) pain, penalty
[pensamiento](#) though
[pensar](#) to think
[peor](#) worse
[pequeño/a](#) small
[perder](#) to lose, miss
[perfecto](#) perfect
[periódico/a](#) newspaper
[periodista](#) journalist
[permanecer](#) to remain
[permitir](#) to allow
[pero](#) but
[perro/rra](#) dog, bitch
[persona](#) person
[personaje](#) person
[personal](#) personal
[pertenecer](#) to belong to
[pesar](#) to weigh
[peso](#) weight
[pie](#) foot
[piedra](#) stone
[piel](#) skin
[pierna](#) leg
[piso](#) floor
[placer](#) to please
[plan](#) plan
[plantear](#) to expound, raise
[plaza](#) seat, square
[pleno](#) full, complete
[población\ciones](#) population
[pobre](#) poor
[poco/a](#) little, few
[poder](#) to be able to, can, might, may
[policía](#) police
[política](#) politics
[político](#) political
[poner](#) to put

[por ejemplo](#) for example
[por](#) by, for, per
[porque](#) because, why
[poseer](#) to possess, own
[posibilidad](#) possibility
[posible](#) possible
[posición\ciones](#) position
[práctico](#) practical
[precio](#) price, cost
[preciso/a](#) precise
[preferir](#) to prefer
[pregunta](#) a question
[preguntar](#) to ask
[prensa](#) press
[preocupar](#) to worry
[preparar](#) to prepare
[presencia](#) presence
[presentar](#) to present
[presente](#) present
[presidente](#) president
[pretender](#) to try, court
[primer](#) first
[primero/a](#) first
[principal](#) principal
[principio](#) beginning, principle
[privar](#) deprive
[probable](#) probable
[problema](#) problem
[proceso](#) process
[producir](#) to produce
[producto](#) product
[profesional](#) professional
[profesor/sora](#) professor, teacher
[profundo/a](#) deep
[programa](#) program
[pronto/a](#) soon, quick, prompt
[propio/pia](#) own
[proponer](#) to propose, nominate
[provocar](#) to cause
[próximo/a](#) next
[proyecto](#) project

[prueba](#) test, proof, evidence
[publicar](#) to publish
[público/a](#) public
[pueblo](#) town
[pueblo](#) town
[puerta](#) door
[pues](#) then, since, because
[puesto](#) position, place
[punto](#) point
[puro/a](#) pure
[que](#) that
[qué](#) what
[quedar](#) to stay
[querer](#) to want
[quien](#) who
[quién](#) who
[quitar](#) to remove, take away
[quizá](#) perhaps, maybe
[radio](#) radio
[rápido/a](#) rapid, quick
[rato](#) short while
[razón/zones](#) reason
[real](#) royal, real
[realidad](#) reality
[realizar](#) to make, realize
[recibir](#) to receive
[reciente](#) recent
[recoger](#) to gather, pick up
[reconocer](#) to recognize
[recordar](#) to remember, remind
[recorrer](#) to cross, travel through
[recuerdo](#) memory, remembrance
[recuperar](#) to recover
[reducir](#) to reduce
[referir](#) to refer
[régimen](#) regime
[regresar](#) to return, come back

[reír](#) to laugh
[relación/ciones](#) relation
[religioso/a](#) religious
[repetir](#) to repeat
[representar](#) to represent
[resolver](#) to solve
[responder](#) to answer
[responsable](#) responsible
[respuesta](#) answer
[resto](#) rest
[resultado](#) result, outcome
[resultar](#) to turn out, work out, succeed
[reunión/niones](#) meeting
[reunir](#) to unite, join
[revista](#) magazine
[rey](#) king
[rico/a](#) rich
[riesgo](#) risk
[río](#) river
[rodear](#) to surround, encircle
[rojo/a](#) red
[romper](#) to break
[ropa](#) clothes
[rostro](#) face
[saber](#) to know
[sacar](#) to remove, take out
[sala](#) room, living room
[salida](#) exit, departure
[salir](#) to leave, go out
[sangre](#) blood
[secreto/a](#) secret
[sector](#) sector
[seguir](#) to follow
[según](#) according to
[segundo](#) second
[seguridad](#) security
[seguro/a](#) safe
[seis](#) six
[semana](#) week
[semejante](#) similar
[señalar](#) to indicate, point

out
[señor/ñora](#) sir/madam
[sensación/ciones](#) sensation, feeling
[sentar](#) to seat, sit
[sentido/a](#) heartfelt, sense
[sentimiento](#) feeling
[sentimiento](#) feeling
[sentir](#) to feel
[separar](#) to separate
[ser](#) to be
[serie/ria](#) series
[serio](#) serious
[servicio](#) service
[servir](#) to serve
[sexo](#) sex
[sexual](#) sexual
[si](#) if, yes
[sí](#) yes
[sido](#) been
[siempre](#) always
[siete](#) seven
[siglo](#) century
[significar](#) to mean
[siguiente](#) following, next
[silencio](#) silence
[simple](#) simple
[sin](#) without
[sino que](#) but that
[sino](#) but, rather
[sistema](#) system
[sitio](#) place, site
[situación/ciones](#) situation
[situar](#) to locate
[sobre](#) envelope, on
[social](#) social
[socialista](#) socialist
[sociedad](#) society
[sol](#) sun
[solo/a](#) alone
[sólo](#) only
[solución/ciones](#) solution
[sombra](#) shadow
[someter](#) to subjugate

[sonar](#) to sound
[sonreír](#) to smile
[sonrisa](#) smile
[sorprender](#) to surprise
[sostener](#) to maintain,
support, hold
[su](#) his
[subir](#) to raise
[suceder](#) to happen/ occur
[suelo](#) ground, floor
[sueño](#) dream
[suerte](#) luck
[suficiente](#) enough
[sufrir](#) to suffer
[superar](#) to surpass
[superior](#) superior
[suponer](#) to suppose
[surgir](#) to arise
[suyo/a](#) his/her/its
[tal vez](#) perhaps
[tal](#) so
[también](#) also, too
[tampoco](#) neither
[tan](#) so
[tanto/a](#) so much
[tarde](#) late
[tarea](#) homework
[técnica](#) technique
[técnico/a](#) technician
[televisión\ciones](#)
television
[tema](#) theme
[temer](#) to fear
[tender](#) to stretch out
[tener](#) to have
[teoría](#) theory

[tercer](#) third
[terminar](#) to finish
[término](#) term
[texto](#) text
[tía](#) aunt
[tiempo](#) time
[tierra](#) earth
[tío/tía](#) uncle / aunt
[tipo/a](#) guy
[tirar](#) to throw
[título](#) title
[tocar](#) to touch
[todavía](#) still
[todo/a](#) everything
[tomar](#) to take, to drink
[tono](#) tone
[total](#) total
[trabajar](#) to work
[trabajo](#) job
[traer](#) to bring
[tras](#) after
[tratar](#) to try
[tres](#) three
[tu](#) your, you
[último/a](#) last
[un/una](#) a, an
[único/a](#) only
[único](#) only, unique
[unidad](#) unit
[unir](#) to unite
[uno/una](#) one
[usar](#) to use
[uso](#) use
[usted](#) you
[utilizar](#) to use
[vacío/cía](#) empty

[valer](#) to be worth
[valor](#) value
[varias](#) several
[varios](#) several
[vecino/a](#) neighbor
[veinte](#) twenty
[velocidad](#) speed
[vender](#) to sell
[venir](#) to come
[ventana](#) window
[ver](#) to see
[verano](#) summer
[verdad](#) truth
[verdadero/a](#) true
[verde](#) green
[vestir](#) to dress
[vez\veces](#) time
[viaje](#) travel
[vida](#) life
[viejo/a](#) old
[viento](#) wind
[violencia](#) violence
[vista](#) vision
[vivir](#) to live
[vivo/a](#) alive
[voluntad](#) will
[volver](#) to return
[voz\voces](#) voice
[vuelta](#) return
[y](#) and
[ya que](#) since
[ya](#) already
[yo](#) I
[zona](#) zone

HINTS FOR TYPING IN SPANISH

**METHOD 1 -
Typing Spanish Characters in WORD**

This method works when typing documents in WORD.

To produce	Press
á, é, í, ó, ú, ý Á, É, Í, Ó, Ú, Ý	CTRL + ' (APOSTROPHE) then the vowel
ñ Ñ	CTRL + SHIFT + ~ (TILDE) then the letter n
ö Ö	CTRL + SHIFT + : (COLON) then the letter o
ÿ	ALT + CTRL + SHIFT + ? (all at the same time)
ÿ	ALT + CTRL + SHIFT + ! (all at the same time)

Hint how to read the short cuts above:

Accenting a vowel, such as, é

1. hold down the CTRL key
2. press the ' key once (while still holding CTRL down)
3. release CTRL
4. press the vowel you want accented

Typing an inverted question mark ÿ

1. at the same time hold down ALT, CTRL, and SHIFT
2. press ? one time (while still holding down the other three)

METHOD 2 -

Typing Spanish Characters using ALT key

This works for ANY program while using a desktop computer
(see [Method 3](#) for laptop computers)

Print the chart on the right and tape to you monitor. It can be used as a handy guide to type Spanish characters in ANY program.

1. Be sure your NUM LOCK light on your keyboard is on (the NUM LOCK key is on your keypad)
2. Hold down the ALT key
3. Type the number shown on the chart with your KEYPAD
4. Release the ALT key

Your special character will appear.

Yes, this is not the EASIEST method ...
but it works for ANY program.)

Use the Alt key and the
KEYPAD to create these
characters.

Spanish

á..... 160

é..... 130

í..... 161

ó..... 162

ú..... 163

Á.....0193

É..... 144

Í..... 0205

Ó..... 0211

Ú..... 0218

ñ..... 164

Ñ..... 165

¿..... 168

¡..... 173

Other

ö..... 148

Ö..... 153

ü..... 129

Ü..... 154

Math

¢..... 155

¼..... 172

½..... 171

¾..... 0190

÷..... 246

°..... 248

METHOD 3

Typing Spanish Characters using Fn and ALT keys

This works for ANY program, while using a LAPTOP computer.
(see [Method 2](#) for desktop computers) You might have to press the "Num Lk" button at the top of the screen and turn on the Num Lock light.

Print the chart on the right and keep it handy. It can be used as a guide to type Spanish characters in ANY program.

1. Hold down the *Fn* key and the ALT key
2. Type the number shown on the chart using the embedded numberpad (small blue numbers on the keyboard)
3. Release the *Fn* and ALT key

Your special character will appear.

Yes, this is not the EASIEST method ...
but it works for ANY program.)

Use the Alt key and the KEYPAD to create these characters.

Spanish

á..... 160
é..... 130
í..... 161
ó..... 162
ú..... 163

Á.....0193
É..... 144
Í..... 0205
Ó..... 0211
Ú..... 0218

ñ..... 164
Ñ..... 165

¿..... 168
¡..... 173

Other

ö..... 148
Ö..... 153
ü..... 129
Ü..... 154

Math

¢..... 155
¼..... 172
½..... 171

	¾..... 0190 ÷..... 246 °..... 248
--	---

SPANISH VERB REFERENCE CHART

Present: to speak	to eat	to live
Yo hablo Tú hablas El/Ella/Usted habla Nosostros hablamos Ellos hablan	Yo como Tú comes El/Ella/Usted come Nosostros comemos Ellos comen	Yo vivo Tú vives El/Ella/Usted vive Nosostros vivimos Ellos viven
Imperfect: I was speaking, I used to speak; I was eating, I used to eat; etc.		
Yo hablaba Tú hablabas El/Ella/Usted hablaba Nosostros hablábamos Ellos hablaban	Yo comía Tú comías El/Ella/Usted comía Nosostros comíamos Ellos comían	Yo vivía Tú vivías El/Ella/Usted vivía Nosostros vivíamos Ellos vivían
Future: I will speak, I shall speak; I will eat, I shall eat; I will live, I shall live		
Yo hablaré Tú hablarás El/Ella/Usted hablará Nosostros hablaremos Ellos hablarán	Yo comeré Tú comerás El/Ella/Usted comerá Nosostros comeremos Ellos comerán	Yo viviré Tú vivirás El/Ella/Usted vivirá Nosostros viviremos Ellos vivirán
Conditional: I would speak; I would eat; I would live		
Yo hablaría Tú hablarías El/Ella/Usted hablaría Nosostros hablaríamos Ellos hablarían	Yo comería Tú comerías El/Ella/Usted comería Nosostros comeríamos Ellos comerían	Yo viviría Tú vivirías El/Ella/Usted viviría Nosostros viviríamos Ellos vivirían
Simple Past: I spoke; I ate; I lived		

Yo hablé Tú hablaste El/Ella/Usted habló Nosotros hablamos Ellos hablaron	Yo comí Tú comiste El/Ella/Usted comió Nosotros comimos Ellos comieron	Yo viví Tú viviste El/Ella/Usted vivió Nosotros vivimos Ellos vivieron
Perfect: I have spoken; I have eaten; I have lived		
Yo he hablado Tú has hablado El/Ella/Usted ha hablado Nosotros hemos hablado Ellos han hablado	Yo he comido Tú has comido El/Ella/Usted ha comido Nosotros hemos comido Ellos han comido	Yo he vivido Tú has vivido El/Ella/Usted ha vivido Nosotros hemos vivido Ellos han vivido
Past Perfect: I had spoken; I had eaten; I had lived		
Yo había hablado Tú habías hablado El/Ella/Usted había hablado Nosotros habíamos hablado Ellos habían hablado	Yo había comido Tú habías comido El/Ella/Usted había comido Nosotros habíamos comido Ellos habían comido	Yo había vivido Tú habías vivido El/Ella/Usted había vivido Nosotros habíamos vivido Ellos habían vivido
Past Anterior: I had spoken (little used)		
Yo hube hablado Tú hubiste hablado El/Ella/Usted hubo hablado Nosotros hubimos hablado Ellos hubieron hablado	Yo hube comido Tú hubiste comido El/Ella/Usted hubo comido Nosotros hubimos comido Ellos hubieron comido	Yo hube vivido Tú hubiste vivido El/Ella/Usted hubo vivido Nosotros hubimos vivido Ellos hubieron vivido
Future Perfect: I will have spoken; I will have eaten; I will have lived		
Yo habré hablado Tú habrás hablado El/Ella/Usted habrá hablado Nosotros habremos hablado Ellos habrán hablado	Yo habré comido Tú habrás comido El/Ella/Usted habrá comido Nosotros habremos comido Ellos habrán comido	Yo habré vivido Tú habrás vivido El/Ella/Usted habrá vivido Nosotros habremos vivido Ellos habrán vivido
Conditional Perfect: I would have spoken; I would have eaten; I would have lived		
Yo habría hablado Tú habrías hablado El/Ella/Usted habría hablado Nosotros habríamos hablado	Yo habría comido Tú habrías comido El/Ella/Usted habría comido Nosotros habríamos comido	Yo habría vivido Tú habrías vivido El/Ella/Usted habría vivido Nosotros habríamos vivido

Ellos habrían hablado	Ellos habrían comido	Ellos habrían vivido
-----------------------	----------------------	----------------------

PINYIN PRONUNCIATION & MANDARIN TRANSLATIONS

Pinyin	English pronunciation
b	as in “spit” (unaspirated p)
p	as in “pit” (strongly aspirated p)
m	as in “mummy”
f	as in “fun”
d	as in stop (unaspirated t)
t	as in “top” (strongly aspirated t)
n	as in “nit”
l	as in “love”
g	as in “skill (unaspirated k)
k	as in “kill” (strongly aspirated k)
h	as in “hat”
j	as in “jeep” with an “ee” ending
q	as in “cheek” with an “ee” ending
x	as in “sheep” with an “ee” ending
zh	a sound between “joke” and “church” (no aspiration)
ch	a sound similar to “nurture”
sh	similar to “marsh”
r	similar to z in “azure”.
z	a sound between “suds” and “cats”
c	similar to “bats”, but strongly aspirated
s	as in “sun”

Pinyin	English pronunciation
a	as in “father”
o	starts with long “oo” sound and ends with a short “o”.
e	as in “duh”
ê	as in “bet”
ai	similar to “eye”, but a bit lighter.
ei	as in “hey”
ao	similar to “cow”
ou	similar to “oh”
an	starts with plain continental “a” and ends with continental “n”.
en	as in “taken”
ang	similar to “song”
eng	similar to “phone”
y (i)	as in “bee”
w (u)	as in “water” or as in “flute”
yu (ü)	Say “ee” with a round lip
er	as in “her”

Initials are in blue, and finals are in red.

Greeting song to the tune of *Are You Sleeping?*

Nǐhǎo, nǐhǎo (Hello! hello!)
Nǐhǎo, nǐhǎo (Hello! hello!)
Wǒ hěn hǎo, wǒ hěn hǎo (I'm fine, I'm fine)
Wǒ mén yì qǐ chàng gē (Let's sing together)
Wǒ mén yì qǐ chàng gē (Let's sing together)
Zhēn kuài lè! Zhēn kuài lè! (So happy, so happy)

Vocabulary

Bàba (dad)
Mama (mom)
Gēge (older brother)
Jiějie (older sister)
Dìdi (younger brother)
Mèimei (younger sister)
Jiā (family)

Hóng sè (red)
Huáng sè (yellow)
Chéng sè (orange)
Lǜ sè (green)
Lán sè (blue)
Bái sè (white)

WEBSITES

Need to find books at your child's reading level? At www.scholastic.com/bookwizard you can search for books by interest level and grade level. It will also tell you the Lexile Framework level, DRA level, and Guided Reading level of each book. You can also try www.arbookfind.com for finder appropriate level books for your child.

Need a language translator? Try www.translate.google.com

Practice vocabulary, math, English grammar, chemistry, world capitals, Spanish, French and more and feed the poor. With each correct answer at www.freerice.com 10 grains of rice are donated through the UN World Food Program.

For a fun physics site try www.crayonphysics.com where students use levers, fulcrums, pulleys and more to catch the star. The trial version is free and kids love it.

Kids have a great time learning keyboarding skills at the very silly Dance Mat Typing - www.bbc.co.uk/schools/typing

Glossary

EDUCATIONAL ACRONYMS

504 – Section 504 of the Rehabilitation Act of 1973
ACT – American College Testing program
ADA – Average Daily Attendance
AP – Advanced Placement
API – Academic Performance Index
AVID – Advancement Via Individual Determination
AYP – Adequate Yearly Progress
BTSA – Beginning Teacher Support and Assessment
CAHSEE – California High School Exit Exam
CELDT – California English Language Development Test
CLAD – Cross Cultural Language
CST – California Standards Test
DELAC – District English Learners Advisory Committee
DIBELS – Dynamic Indicators of Basic Early Literacy Skills
DRA – Developmental Reading Assessment
ELA – English Language Arts
ELAC – English Learners Advisory Committee
ELL – English Language Learners
ESS – Extended Student Services
FLAP – Foreign Language Assistance Program
GATE – Gifted and Talented Education
GUHSD – Grossmont Union High School District
IB – International Baccalaureate
IEP – Individualized Education Program
LAS – Language Assessment Scales
LF – Lakeside Farms Elementary School
LMS – Lakeside Middle School
LP – Lindo Park Elementary School
LUSD – Lakeside Union School District

LV – Lakeview Elementary School
NCLB – No Child Left Behind
PAWS – Performance Assessment of Writing
PTA – Parent Teacher Association
RIA – Riverview International Academy
RV – Riverview Elementary School
SAT – Scholastic Aptitude Test
SIP – School Improvement Program
SPARK – Sports, Play, and Active Recreation for Kids
SSC – School Site Council
SST – Student Success Team
STAR – State Testing and Reporting
TDS – Tierra del Sol Middle School
TSOL – Teaching English to Speakers of Other Languages
WG – Wintergardens Elementary School

Glossary

504

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education. Section 504 states: “No otherwise qualified individual with a disability in the United States . . . shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”

Academic Performance Index (API)

The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school’s performance level based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API was established by the PSAA, a landmark state law passed in 1999 that created a new academic accountability system for K-12 public education in California. The PSAA also established an alternative accountability system for schools serving high-risk students—the Alternative Schools Accountability Model (ASAM).

The API is calculated by converting a student’s performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests. The result is the API.

The information that forms the basis for calculating the API comes from the results of the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). More information about these testing programs is located on the CDE Testing and Accountability Web page at <http://www.cde.ca.gov/ta/>.

The statewide performance target API is 800.

Accommodations

Changes in the way tests are designed or administered to respond to the special needs of students with disabilities and English learners.

ACT

The American College Testing program is a set of college admissions tests. Most colleges now accept either the SAT or the ACT for admissions purposes. The University of California system accepts either with the addition of the SAT II subject exams.

Adequate Yearly Progress (AYP)

An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate.

Adoption

Refers to the chosen curriculum of a particular school or school district.

Advanced Placement (AP)

A series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college. (Ed Source)

Advancement Via Individual Determination (AVID)

A four-year elective college preparatory class designed to motivate students to attend college.

Alternative Assessments

Ways other than standardized tests to get information about what students know and

where they need help, such as oral reports, projects, performances, experiments, and class participation.

Assessment

Teacher-made tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

At-Risk Student

Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

Average Class Size

The number of students in classes divided by the number of classes. Because some teachers, such as reading specialists, have assignments outside the regular classroom, the average class size is usually larger than the pupil-teacher ratio.

Average Daily Attendance (ADA)

The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA. Generally, ADA is lower than enrollment due to such factors as transiency, dropouts, and illness. A school district's revenue limit income is based on its ADA. (Ed-data)

Beginning Teacher Support and Assessment (BTSA)

A state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.

Benchmarks

A detailed description of student knowledge expected at specific grades, ages, or developmental levels. Benchmarks often are used in conjunction with standards.

Bond Measure

A method of borrowing used by school districts to pay for construction or renovation projects. A bond measure requires a 55 percent majority to pass. The principal and interest are repaid by local property owners through an increase in property taxes.

California Alternate Performance Assessment (CAPA)

This is an alternative assessment for children with disabilities who cannot take part in general statewide assessment programs; it is part of California's Standardized Testing and Reporting (STAR) Program.

California Basic Education Skills Test (CBEST)

This test measures basic educational skills and must be passed before a person can become a teacher or administrator in California.

California Content Standards

The official definitions from the state Board of Education of what children need to know and learn at a particular grade level.

California Education Code (Ed Code)

A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and legislature when they make laws.

California English Language Development Test (CELDT)

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, this test is the California English Language Development Test (CELDT). Any student who lives in a home where a language other than English is spoken must take the test within 30 calendar days after enrolling in a California public school for the first time. The CELDT also must be given once each year to English Learners until they become fully proficient in English. The CELDT covers listening and speaking skills for student in kindergarten and 1st grades. The test for students in grades 2 through 12 covers listening, speaking, reading, and writing skills. The CELDT at all grade levels is based on English Language Development standards.

California High School Exit Exam (CAHSEE)

A state exam that California public high school students must pass in order to graduate. It is a pass-fail exam divided into two sections: English/language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not have to take that section again.

California Standards Tests (CST)

The California Standards Tests are a major component of the STAR program. The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. Students in grades 2 through 11 take multiple-choice CSTs for various subjects. Students in grades 4 and 7 complete a writing assessment—the CST for Writing—as a part of the CST for English–Language Arts (ELA). The CSTs identify students who perform at each of the following levels: advanced, proficient, basic, below basic, and far below basic. The state's target is for all students to score proficient or advanced. The CSTs carry the most weight for calculating the school and district API (Academic Performance Index). This assessment allows districts to evaluate their

achievement related to state standards and other schools and districts. The CSTs are also used in determining AYP (Adequate Yearly Progress) for grades 2 through 8. The AYP is intended to assess the schools' and districts' progress toward meeting the federal No Child Left Behind requirement to have all students score proficient or above by 2014.

California State University (CSU) system

A four-year state university system. California operates three separate public systems for postsecondary education: two-year community colleges, the four-year CSU system, and the more selective University of California (UC) system.

Categorical Aid

Funds from the state or federal government granted to qualifying schools or districts for specific children with special needs, certain programs such as class size reduction, or special purposes such as transportation. In general, schools or districts must spend the money for the specific purpose. All districts receive categorical aid in varying amounts. This aid is in addition to the funding schools received for their general education program.

Certificated/Credentialed Employees

School employees who are required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators. A teacher who has not yet acquired a credential but has an emergency permit or a waiver to teach in the classroom is included in the count. The requirements for a fully credentialed teacher include having a bachelor's degree, completing additional required coursework, and passing the **CBEST**.

Certificate/Credential

A state-issued license certifying that the teacher has completed the necessary basic training courses and passed the teacher exam.

Class Size Reduction

A state-funded program for kindergarten through third grade classes to ensure that there are no more than 20 students per teacher. A separate program supports some smaller classes for core subjects in ninth grade.

Classified Employees

School employees who are not required to hold teaching credentials, such as bus drivers, secretaries, custodians, instructional aides, and some management personnel.

Confucius Institute at SDSU

The Confucius Institute was established in collaboration with the Office of Chinese Language International Council (Hanban) and Xiamen Univeristy in March 2009.

Through the partnership, the CI aims to strengthen educational and cultural cooperation between China and the United States. The CI focuses on promoting the development of Chinese language education in the greater San Diego region and Baja California.

Cross-cultural Language and Academic Development (CLAD)

A test that teachers must pass to gain credentials that qualify them to teach English to English learners. The BCLAD is a CLAD for bilingual teachers.

Curriculum

A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place. California has developed a set of standards that are intended to guide curriculum and instruction. The final decisions about school curriculum are the responsibility of the local school board.

Data-Driven Decision Making

A process of making decisions about curriculum and instruction based on the analysis of classroom data and standardized test data. Data-driven decision making uses data on function, quantity and quality of inputs, and how students learn to suggest educational solutions. It is based on the assumption that scientific methods used to solve complex problems in industry can effectively evaluate educational policy, programs, and methods.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment is an individually administered, criterion-referenced assessment conducted during a one-on-one reading conference. It is administered in 1st and 2nd grades 3 times per year in Spanish and 2 times per year in English. Results are used to determine a student's instructional reading level, guide the teacher in planning the classroom instructional program, identify appropriate supports and interventions, and document progress over time.

Differentiated Instruction

This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

Disaggregated data

The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school.

Distance Learning

Using technology such as two-way, interactive television, teacher and student(s) in different locations may communicate with one another as in a regular classroom setting.

District English Language Advisory Council (DELAC)

District level group of parents and school staff who work together to address the academic needs of students still learning English.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were specifically designed to assess: phonological awareness, alphabetic principle, fluency with connected text, vocabulary, and comprehension. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency. Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress.

English as a Second Language (ESL)

Classes or support programs for students whose native language is not English.

English Language Advisory Committee (ELAC)

Variations include "English Language Advisory Council," and "English Language Learner Advisory Committee/Council." The group consists of parents and school staff who work together to address the academic needs of students still learning English.

English Learner

A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help.

Enrichment

Additional courses outside those required for graduation.

Equity

The state of educational impartiality and fairness in which all children—minorities and non-minorities, males and females, successful students and those who fall behind, students with special needs and students who have been denied access in the past—receive a high-quality education and have equal access to the services they need in order to benefit from that education.

Fluent English Proficient (FEP)

A designation that means that a student is no longer considered as part of the school's English learner population. It refers to students who have learned English.

Free/Reduced-Price Meals

A federal program that provides food for students from low-income families.

General Fund

Accounting term used by the state and school districts to differentiate general revenues and expenditures from funds for specific uses, such as a Cafeteria Fund.

Gifted and Talented Education (GATE)

A program that offers supplemental, differentiated, challenging curriculum and instruction for students identified as being intellectually gifted or talented.

Governor's Performance Awards

A competitive program that grants awards to public schools in California that meet or exceed their Academic Performance Index performance growth target each year.

Immersion Education

A program that teaches children to speak, read, and write in a second language by surrounding them with conversation and instruction in that language.

Inclusion

The practice of placing students with disabilities in regular classrooms. Also known as mainstreaming.

Individual Education Program (IEP)

A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

Instructional Minutes

Refers to the amount of time the state requires teachers to spend providing instruction in each subject area.

Integrated Curriculum

Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project.

International Baccalaureate (IB)

The International Baccalaureate offers high quality program of international education to a worldwide community of schools. The IB offers a continuum of high-quality education that encourages international-mindedness and a positive attitude to learning. The programs are accessible to students in 132 countries through close cooperation with the worldwide community of IB World Schools. At the high school level, IB provides a rigorous college preparation course of study that leads to examinations that enable students to earn college credit from many universities if their exam scores are high enough.

Intervention

The term refers to funds that schools get for students who are not learning at grade level. They can be used to fund before-school or afterschool programs or to pay for materials and instructors.

Language Arts

The focus is on reading, speaking, listening, and writing skills in a particular language.

Language Assessment Scales (LAS)

Language Assessment Scales - Oral measures speaking and listening skills in Spanish. LAS-O assesses four primary language subsystems: phonemic, lexical, syntactical, and pragmatic. It incorporates diverse measurement types, content areas, and scoring procedures into one Spanish-language form. Together with LAS Reading/Writing a fully integrated assessment of all four language areas is achieved: listening, speaking, reading, and writing.

Mainstreaming

The practice of placing students with disabilities in regular classrooms; also known as inclusion.

Manipulatives

Three-dimensional teaching aids and visuals that teachers use to help students with math concepts. Typical tools include counting beads or bars, base ten blocks, shapes, fraction parts, and rulers.

Minimum Day

A shortened school day that allows teachers to meet and work together or conduct parent conferences.

Multiple-Subject Credential

A credential required to teach in elementary and middle-school classrooms. It qualifies a teacher to teach multiple subjects in a self-contained class.

NCLB (No Child Left Behind)

Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified."

Parent Teacher Association (PTA)

A national organization of parents, teachers, and other interested persons that has chapters in schools. They rely entirely on voluntary participation and offer assistance to schools in many different areas.

Portfolio

A collection of various samples of a student's work throughout the school year that can include writing samples, examples of math problems, and results of science experiments.

Primary Language

A student's first language or the language spoken at home.

Professional Development

Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully.

Proficient

Mastery or ability to do something at grade level. California students receive scores on the California Standards Tests (CST) that range from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced."

Program Improvement (PI)

A multistep plan to improve the performance of students in schools that did not make adequate yearly progress under No Child Left Behind for two years in a row. Only schools that receive federal Title I funds may be entered in Program Improvement. The steps in PI can include a revised school plan, professional development, tutoring for some students, transfer to another school with free transportation, and, at the end of five years, significant restructuring.

Pull-Out Programs

Students receive instruction in small groups outside of the classroom.

Raven's Test

Raven's Progressive Matrices are multiple choice tests designed to reduce the biases that language differences can have on measuring IQs. It allows children to show pattern-

recognition, attention to details, memory, and spatial reasoning. This test is administered to all 2nd grade students. It is one measure used to determine GATE eligibility.

Resource Specialists

Specially credentialed teachers who work with special education students by assisting them in regular classes or pulling them out of class for extra help.

Resource Teacher

A teacher who instructs children with various learning differences. Most often these teachers use small group and individual instruction. Children are assigned to resource teachers after undergoing testing and receiving an IEP.

Rubric

Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).

SAT (Standardized Achievement Test)

Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school.

SAT II

This was formerly known as the Achievement Tests and was renamed the SAT II: Subject Tests. They are administered by the College Board and widely used as a college entrance exam. Students may take the test more than once, but only the highest score is reported at the year of graduation.

School Accountability Report Card (SARC)

An annual disclosure report for parents and the public produced by a school that presents student achievement, test scores, teacher credentials, dropout rates, class sizes, resources, and more. The SARC is required by state and federal law.

School Improvement Program (SIP)

A state-funded program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils.

School Site Council (SSC)

A group of teachers, parents, administrators, and interested community members who

work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.

Single-Subject Credential

A credential required to teach middle or high school in California. It authorizes a teacher to teach in a single subject area such as English or a foreign language.

Spanish Assessment of Basic Education, Second Ed. (SABE/2)

A norm-referenced assessment required for all Spanish-speaking students in grades two through eleven who have been enrolled in California schools for less than one year. SABE/2 is part of the STAR program and the results are part of the school's API. It covers Spanish/language arts and mathematics.

Special Day Classes

Full-day classes for students with learning disabilities, speech and/or language impairments, serious emotional disturbances, cognitive delays, and a range of other impairments. Classes are taught by certified special education teachers. A student may be placed in a regular classroom as appropriate according to the student's IEP.

Special Education

Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

Sports, Play, and Active Recreation for Kids (SPARK)

A physical education program in which students are expected to:

- Enjoy and seek out physical activity.

- Develop and maintain acceptable levels of physical fitness.

- Develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.

- Develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the "golden rule" of competition-be a good sport, and demonstrate cooperative behavior).

Staff Development Days

Days set aside in the school calendar for teacher training. School is not generally held on these days.

Standardized Test

A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students.

Standardized Testing and Reporting (STAR) Program

The three tests that are required for grades two through 11.

1. **California Standards Tests (CSTs)** based on California academic content standards in English/language arts and mathematics in all grades; science in grades five and nine through eleven; and history/social science in grades eight, ten, and eleven.
2. The **CAT/6**, a standardized national test.
3. **SABE/2**, a test for Spanish-speaking students who have been in a California school for a year or less.

Student Study Team (also referred to as Student Success Team)

A team of educators that comes together at the request of a classroom teacher, parent, or counselor to design in-class intervention techniques to meet the needs of a particular student.

Student Teacher

A teacher in training who is in the last semester of a teacher education program. Student teachers work with a regular teacher who supervises their practice teaching.

Team Teaching

A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers.

Tenure

A system of due process and employment guarantee for teachers. After serving a two-year probationary period, teachers are assured continued employment in the school district unless carefully defined procedures for dismissal or layoff are successfully followed.

Title 1

A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers.

Tracking

A common instructional practice of organizing student in groups based on their academic skills. Tracking allows a teacher to provide the same level of instruction to the entire group.

Williams v. California

A lawsuit filed in 2000 that argued that the state has a constitutional duty to ensure basic educational equality and contended that California has failed in that duty by not providing thousands of students in public schools with "bare minimum necessities," defined as textbooks, trained teachers, and safe, clean, uncrowded facilities. The lawsuit further argued that low-income students and students of color are the most likely to bear the burden of inadequate resources.