

# Student Empowerment Academy



## Charter Petition

Submitted to

The Board of Education  
Los Angeles Unified School District  
April 8, 2013

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## **AFFIRMATIONS AND ASSURANCES**

As the authorized lead petitioner, I, Linda Rahardjo, hereby certify that the information submitted in this petition for a California public charter school conversion named Student Empowerment Academy (also referred to herein as, “SEA” and “Charter School”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Student Empowerment Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School.
- Determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Charter School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act

of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage as specified in Element 6 of the petition.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

## **ELEMENT ONE: Educational Program**

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

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

The address of the Charter School is 1319 E. 41<sup>st</sup> Street, Los Angeles, CA 90011.

The phone number of the Charter School is 323-521-1290.

The contact person for the Charter School is Brenda Pensamiento.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is 9-12.

The number of students in the first year will be 310.

The grade level(s) of the students the first year will be 9-12.

The scheduled opening date of the Charter School is August 13, 2013.

The admission requirements include: residence in California.

The enrollment capacity is 455. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be: August 13, 2013 to June 4, 2014.

The bell schedule for the Charter School will be:

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:00-8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50
Period 2 8:55-9:45	Period 4 8:55 - 10:15	Period 1 8:55 - 10:15	Period 4 8:55 - 10:15	Period 1 8:55 - 10:15
Period 3 9:50-10:40	Period 5 10:20 - 11:40	Period 2 10:20 - 11:40	Period 5 10:20 - 11:40	Period 2 10:20 - 11:40
Period 4 10:45-11:35	Period 7 11: 45 – 12:30	Period 7 11: 45 – 12:30	Period 7 11: 45 – 12:30	Lunch 11:40-12:15
Lunch 11:35-12:10	Lunch 12:30 – 1:05	Lunch 12:30 – 1:05	Lunch 12:30 – 1:05	Period 3 12:20-1:40
Period 5 12:15-1:05	Period 6 1:10 – 2:30	Period 3 1:10 – 2:30	Period 6 1:10 – 2:30	
Period 6 1:10-2:00	Period 8 2:35 – 2:50	Period 8 2:35 – 2:50	Period 8 2:35 – 2:50	
Professional Development 2:00-4:00				

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

## 1. Implementation Plan

- a) Grade Level roll out –Student Empowerment Academy will implement the following grade levels respectively, and will reach full capacity in 2017-18:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	115	115	115	115	115
10	70	115	115	115	115
11	60	70	110	115	115
12	65	60	70	110	110
<b>Total Enrollment</b>	<b>310</b>	<b>360</b>	<b>410</b>	<b>455</b>	<b>455</b>

- b) Start-up plan, from April 2013 through the beginning of the academic year start of August 13, 2013, including, but not limited to:
- Secure the needed insurance policies (by June 2013 which is before the start of school and a copy will be supplied to district);
  - Purchase upgraded equipment/technology (July 2013 – August 2013);
  - Hire teachers and support staff (April 2013 – July 2013);
  - Professional Development (“PD”) Plan Prior to Academic School Year.

## 2. Educational Vision and Mission Statements

### Mission

Student Empowerment Academy collaborates to implement a rigorous, innovative, STEAM-focused learning environment through Project Based Learning for the local community.

**Vision**

Student Empowerment Academy’s vision is to expand the traditional classroom environment for South Central Los Angeles by empowering and developing competent, committed young adults who are ready to learn and lead as successful, socially responsible citizens in a 21<sup>st</sup> century, competitive, global economy.

**3. Target Student Population – Whom the School is Attempting to Educate**

Student Empowerment Academy will admit all grade-level appropriate students residing in California who wish to attend. In its first year, Student Empowerment Academy will serve 310 students with 120 students in grade 9, while maintaining the current student population from 10<sup>th</sup> – 12<sup>th</sup> grade. Each year the enrollment will be approximately between 110-115 students per grade level. By 2017, SEA will serve a maximum of 455 students from grades 9-12.

The student population will reflect the ethnic diversity, academic achievement, skills, interests, and ethnic and socioeconomic status of the student population of LAUSD.

Even though Student Empowerment Academy will serve primarily students from LAUSD that reflect the demographic make-up of the District, and because of the Charter School’s prospective location in the South Los Angeles area, Hispanic and African American student populations may be the dominant ethnic groups.

This includes the following communities that will be in close proximity to the Charter School, all of which are within the service boundary of LAUSD. The chart below indicates the general population ethnic demographics of these communities:

City	% Hispanic/Latino	% African American	% White	Total Population
South Park	78.6%	19.2%	1.0%	32,851
Central Alameda	84.6%	13.3%	1.0%	43,638
Florence-Graham	69.8%	28.1%	0.4%	46,610
Huntington Park	95.1%	0.6%	3.0%	61,370

*Source: 2008 Los Angeles Department of City Planning*

Furthermore, as indicated in the below table of student demographics from selected schools in the South Los Angeles area, Hispanic will be a prominent ethnic group. Therefore, Student Empowerment Academy will focus on recruiting first and second generation immigrant students representative of general LAUSD student population. In addition to the strong and

rigorous instructional programs, the Charter School will provide language and multicultural programs, such as French and Arabic, that will help first and second generation immigrants become acclimated to the American culture while maintaining and valuing their own cultural identity.

Student Empowerment Academy will create a small community with an ultimate enrollment of 455 students in grades 9-12. This number of enrollment will project approximately a 30:1 student-to-teacher ratio. This growth plan will give Student Empowerment Academy the opportunity to gradually build its standards based curriculum and assessments plans, train teachers in constructivist pedagogy (Project-Based Learning), and build a school culture that promotes and appreciates cultural diversity.

## 4. Demographics of Surrounding Schools

<b>LAUSD SCHOOLS</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target?</b>	<b>Met all Subgroup Growth Targets?</b>	<b>API score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>% Students Eligible for Free/ Reduced Lunch*</b>	<b>% of Special Ed. Students*</b>	<b>% of EL Students*</b>	<b>% Hispanic/ Latino</b>	<b>% African American</b>	<b>% White</b>
Thomas Jefferson High School	1,624	No	Year 5	Yes	Yes	589	1	2	86%	14%	39%	91%	7%	2%
Manual Arts High School	3,153	Yes	N/A	Yes	No	593	1	3	91%	12%	35%	79%	18%	3%
Santee Education Complex	2,149	Yes	Year 5	Yes	No	612	1	1	78%	12%	38%	90%	6%	3%
Dr. Maya Angelou Community High School (Global)	475	No	Not in PI	B	B	527	B	B	76%	14%	38%	86%	11%	2%
Carver Middle School	1,132	Yes	Year 1	Yes	Yes	637	1	2	100%	12%	37%	89%	8%	2%
Los Angeles Academy Middle School	1,771	Yes	Year 5	Yes	Yes	686	1	5	100%	10%	31%	90%	9%	1%
Nava LA School of Art and Culture	366	No	Not in PI	B	B	652	B	B	91%	12%	34%	94%	4%	1%
<b>CHARTER SCHOOLS</b>	<b># of Students</b>	<b>Multi-Track School?</b>	<b>Program Improvement?</b>	<b>Met Schoolwide Growth Target?</b>	<b>Met all Sub-group Growth Targets?</b>	<b>API Score</b>	<b>API State Ranking</b>	<b>Similar Schools Rank</b>	<b>%Students Eligible for Free/ Reduced Lunch</b>	<b>% of Special Ed. Students</b>	<b>%of ELL Students</b>	<b>% Hispanic/ Latino</b>	<b>% African American</b>	<b>% White</b>
Animo Ralph Bunche	746	No	Year 1	No	No	692	3	6	99%	7%	35%	98%	1%	<1%
Animo Jefferson Charter Middle School	370	No	Not in PI	Yes	Yes	717	1	1	98%	10%	40%	98%	1%	<1%
Synergy Kinetic Academy	475	No	Year 1	Yes	No	805	8	10	93%	7%	27%	93%	7%	0%
Synergy Quantum Academy	397	No	Not in PI	B	B	662	B	B	93%	8%	32%	92%	8%	0%

Source: Source: 2011–12 California Longitudinal Pupil Achievement Data System (CALPADS)

\* Reported by CDE DataQuest, October 2011 CALPADS data collection and the 2012 STAR Program student answer document, accessed February 7, 2013.

“N/A” means a number is not applicable or not available due to missing data (CDE DataQuest).

“B” means the school did not have a valid 2011 Base API and will not have any growth or target information.

## **5. 21<sup>st</sup> Century Educated Person**

An “educated person” in the 21<sup>st</sup> century exhibits global awareness, is committed to being a life-long learner, and applies critical thinking skills using academic language, written and verbal, and technological devices to be a problem-solver.

### **The Academic Attributes of an Educated Person in the 21<sup>st</sup> Century Include:**

- Mastery of the use of language and technology as a tool to understand and convey ideas;
- Application of critical thinking skills in problem solving and analysis of data;
- Understanding of visual and performing arts, world languages and culture and history;
- Understanding of mathematical and scientific literacy;
- Understanding the interrelationship of diverse fields of study;
- Understanding and application of the scientific process; and
- Ability to demonstrate solid skills in reading, writing, and speaking.

### **The Personal Attributes of an Educated Person in the 21<sup>st</sup> Century Include:**

- Exploration of their creative potential;
- Resourcefulness, confidence and motivation;
- A sense of appropriateness in any situation;
- Ability to honor differences including cultural, ideological and philosophical;
- Ability to prioritize and make informed decisions;
- Ability to actively listen and form important questions;
- Ability to work cooperatively and collaboratively with others and be adaptable;
- A passion for lifelong learning;
- Ability to adapt to evolving demands of society; and
- Awareness of local and global events.

## **6. How Learning Best Occurs**

We believe that the world has shifted into an increasingly interconnected and global marketplace. In order for our students to best succeed, they need to come prepared with the skills that focus on interpersonal and cultural understanding. We believe that conversations about understanding people and society are more powerful than the texts, or theories a student may memorize at the moment (Grumet, 2009). We believe that through Project-based learning students will learn how to engage people and projects in the conversations that develop understanding and apply those skills to develop new skills for a changing world beyond high school. We believe that the regular formative assessments students experience during PBL provide authentic feedback that encourages student improvement. We believe that students can use the technology of the 21<sup>st</sup> century to create new ways of interacting with each other to accomplish these projects. In addition, an education that focuses on understanding cultural and linguistic difference creates global citizens who can succeed in a multitude of situations.

PBL is defined by the New Tech Network, a nationwide coalition of schools under the Knowledge Works Foundation umbrella that promote innovative education reform, as a

collaborative, critical thinking process that asks students to work together to create solutions for today's problems. The projects are designed so students can see the ways the standards they are learning will be applied outside of the school building. It moves towards an education that is relevant to students' lives (Grumet, 2009). The collaborative approach mimics many 21<sup>st</sup> century work environments that favor the work of teams over the work of any one individual. The teacher facilitates the project, meeting each student's specific needs as judged through benchmarks and other formative assessments.

A study by Jason Ravitz (2010) entitled "Beyond Changing Cultures in Small High Schools" notes that the rigor developed in PBL is not the same type of rigor that is developed through increased testing. Instead PBL is more likely to result in supportive peers, best efforts from motivated students, in-depth versus superficial learning, and autonomy amongst students. This study specifically examined the results of schools that use the New Technology method of PBL. The New Technology method of PBL poses a problem for students to solve and builds a need for students to acquire new knowledge. Numerous studies (Mitchell, et al, 2005, Newmann & Associates, 1996, and Silva, 2008) have proven the effectiveness of PBL and most recently West and Simmons (2012) found evidence that this type of learning is particularly effective at reaching the Hispanic population, one of our school's key demographics. According to their research in the *Journal of Hispanic Higher Education*, in the article "Preparing Hispanic Students for the Real World: Benefits of Problem-Based Service Learning Projects", Project-Based learning increased the understanding of the content material, confidence to complete the work and altered leadership potential.

The educational philosophy at Student Empowerment Academy synthesizes the following educational schools of thought:

- *Experience and Education* by John Dewey
- *Developmental Stages* as defined by Jean Piaget;
- *Behaviorist* orientation to learning;
- *Multiple Intelligences* developed by Howard Gardner;
- *Bloom's Model of critical thinking (Taxonomy)*;
- *New Technology Network model of Project Based Learning (newtechnetwork.org)*

Learning best occurs when the following conditions are present:

- Students feel challenged to create new solutions and imagine new possibilities for understanding
- Students are encouraged through real-world situations that have real applications
- Students use present technology to interact with others and create their own expressions
- Students explore the options for their future through internships and college classes
- Students collaborate, becoming additional teachers in the room for their peers
- Students understand where they need assistance and how to get that assistance through an understanding of formative assessments as they move forward
- Students receive education fostering both the development of scientific or mathematical understandings and artistic innovation
- Students' skills are developed in the direction of a viable career path.

Besides exploring the ways that PBL will increase student learning, another key foundation is the Science, Technology, Engineering and Mathematics (“STEM”) education students will receive. In his second inaugural address, President Obama emphasized the need to for America to lead the way in the math and sciences. The Alliance for Science and Technology Research reports that California is expected to have over one million new STEM jobs by the year 2018 (2011). This type of growth in the field ensures that students see that real world connection to potential jobs. This same report also predicts that 91% of those STEM careers will require some form of college. Student motivation is often driven by what the potential future careers will be (Husman, Lens 1999). STEM education will not only motivate students as a growing field of importance for career pathways, but also as a reason for continuing education at a college or University.

In 2006, Georgette Yakman, owner and founding researcher of STEAM (Science, Technology, Engineering, *Arts*, Mathematics) education from Virginia Tech University, realized the importance of the arts to increase creativity and imagination to drive and influence engineered innovations in the 21st century. At SEA we understand the need for arts to be a part of our curriculum. Student Empowerment Academy believes that a focus on just STEM education is only part of the learning progress. In addition, many students identify more with an artistic, or often labeled “right-brain,” thinking. In understanding Gardner’s theory on Multiple Intelligences, Student Empowerment Academy is looking to add Arts education, making the school a STEAM school. Jobs such as graphic designers, animators, and acoustic engineers require students synthesizing traditionally right and left brain activities. In a study commissioned by the 2004 National State Board of Education, it was recognized that arts education can help facilitate learning in math and other scientifically driven fields through a clear understanding of concepts like spatial reasoning. This value has also been an important one to LAUSD’s understanding of how learning best occurs as they adopted a 2012 policy labeling the arts as a fundamental part of education.

## **7. Instructional Program**

### **Instructional Design**

Student Empowerment Academy presents a balanced approach to instruction. Based on state requirements of standards-based content and assessment, our school will develop a viable curriculum that is aligned with the standards, and we will develop benchmark assessments to measure the extent students meet such standards. Both Common Core and Content standards will be explicitly embedded in the curriculum.

Teachers will receive on-going professional development in the implementation of this curriculum, and will be encouraged to supplement and adapt materials according to PBL pedagogy and needs of the student population.

The Principal and professional staff will be knowledgeable of local instructional networking opportunities. Staff members will explore their applicability to our school environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes.

Our week will include longer instructional days by way of an advisory period and built-in academic support/intervention.

### **Instructional approaches**

The instructional programs at Student Empowerment Academy will encompass themes from major research findings conducted over the past 35 years. They will address the following areas: 1) School level factors, such as “*Guaranteed and viable curriculum*”; 2) Teacher level factors, such as, *instructional strategies and curriculum design*; and, 3) Student level factors, such as, *motivation and home environment*. These factors have been identified as having the greatest impact on student achievement (*Marzano and Teddie, 2000; Good & Brophy, 1986*).

In addition, we recognize that learning is not a linear process. Students will be provided with learning opportunities and teaching strategies through Project Based Learning. This pedagogy allows for differentiation to a myriad of learning modalities and leads to development of student autonomy.

Through PBL, students complete projects based on the core standards they are learning in their classes. The standards become teachable moments for the students as the students take control of their learning by identifying what instruction they will need to be successful in any given task. The projects are based in real world problems, allowing students to engage with the larger community as they prepare to become participative citizens. In addition, PBL offers opportunities for teachers across curriculum areas to work together to make learning more adaptable to student learning styles. Students will learn how to take their skills from one class and apply them to another set of requirements either in another class or in a career.

The teaching strategies at Student Empowerment Academy are based on the constructivist approach, where students are engaged in meaningful work and are given opportunities to investigate, question, analyze, and construct new meanings and understandings. (*Bruner, 1966, 1996, Cortez, 1986, Wiggins and McTigh, 2005*)

Therefore, the classroom environment at Student Empowerment Academy will be organized to reflect the following constructivist approaches:

- Curriculum is presented with emphasis on big ideas and concepts;
- Curriculum is presented with the assistance of outside professionals grounding the curriculum in applicable workplace skills;
- Students are encouraged to pose questions, analyze, interpret and construct new meanings;
- Assessment is embedded in the projects that includes benchmarks, workshops, hands-on laboratory and presentations;
- Students work primarily in cooperative groups.

*(Source: A Case for Constructivist Classrooms, p. 16)*

### **Project-Based Learning (PBL)**

Project Based Learning is the utilization of meaningful projects to encourage and practice critical

thinking processes in a contextual, creative, and collaborative manner. Students work to answer challenging questions and complex problems through the guidance and facilitation of their classroom coaches. Students not only learn content through the projects, but they also learn to apply the content when faced with authentic problems. They practice inquiry to answer a driving question, problem, or challenge and perform research, group work, and critical thinking to complete their objectives. In the process, students also acquire 21<sup>st</sup> century skills such as technology proficiency and communication to create high quality final authentic products that mimic real world situations.

The Buck Institute (2009) states researchers in the last forty years have found “the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement, and encouraging student motivation to learn.”

PBL allows for differentiation in instruction and assessment through workshops, one on one, group work, and rubrics that define the desired expectations. Additionally, students whose performances exceed expectations are challenged to stay engaged while providing necessary academic support for students who need it.

Student Empowerment Academy, with the assistance of the New Tech Network (NTN) will continue implementing the Project and/or Problem-Based Learning model in all content classes to provide standardization and consistency for our students. In designing projects, teachers take into account the six As: authenticity, academic rigor, applied learning, active exploration, adult connections and assessment. Moreover, SEA will utilize the critical-friends component, a protocol to help teachers and students revise and refocus their PBL projects to meet the project criteria. According to the New Tech Network, “This tuning protocol asks teachers and students to present actual work before a group of thoughtful “critical friends” in a structured reflective discourse aimed at “tuning” the work to higher standards. Within the New Tech Network, Critical Friends protocol is used to critique and improve project ideas, project planning processes, scaffolding activities, and drafts of final products. Though it is often used to critique the design and context for exhibitions, the tuning protocol is designed as a way to present student or teacher work in the form of several samples of written work or a videotaped presentation. Participants then address questions about the extent and quality of the work, and the standards to which it is held.”

**The Critical Friends Protocol according to the New Tech Network is as follows:**

CRITICAL FRIENDS PEER REVIEW (<https://echo.newtechnetwork.org>)

This peer evaluation activity can be used as either a midway feedback opportunity for longer projects or as a final assessment for shorter projects. The process forces students and teachers to practice their listening skills and provides a safe means for peer evaluation. Each phase can take from 5-10 minutes so plan accordingly. Form teams of 3 or 4 groups who will present to each other. Be sure that the person facilitating is not the presenter.

**PHASE ONE: Presentation**

Presenting Group: Describe their product, standards and phases of their project.

Critical Friends: Friends remain silent. They are not allowed to ask clarifying or follow up questions. They should be taking notes and using the Six A's rubric to evaluate the product as it is presented.

**PHASE TWO: Critique**

Presenting Group: Presenter(s) remain silent and are not allowed to respond to the comments of the "Friends."

Critical Friends: Friends talk amongst themselves about the project as if the presenters were not in the room and use the phrases below to start each topic. Start by focusing on the strengths, then on suggestions for improvement, and lastly, ideas for "next steps."

- I like the fact that...
- I wonder if...
- A next step might be...

**PHASE THREE: Response**

Open discussion period for presenter(s) to ask questions of the "Friends" and to follow up on ideas or suggestions.

**Project Development Rubric**

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Goals of the project do not seem to be tied to any specific content area standards or are not rigorous enough to challenge the students</li> <li>• Goals of the project seem to address only the lowest levels of critical thinking</li> </ul> <p style="text-align: center;">0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> <li>• The goals of the project are tied to specific content area standards and 21<sup>st</sup> Century Skills</li> <li>• Goals are rigorous enough to challenge all students.</li> <li>• Goals of the project require the students to use high-order critical thinking skills.</li> </ul> <p style="text-align: center;">17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>• Goals of the project are clearly defined and successfully integrate content standards from multiple subject areas</li> </ul> <p style="text-align: center;">23 ----- 24 ----- 25</p>
<b>Entry Doc or Event</b>	<ul style="list-style-type: none"> <li>• Entry document or event seems unlikely to engage the student's curiosity.</li> <li>• Entry document or event fails to create a realistic role or project for the students</li> <li>• Task seems unclear and does not lead to a list of content-based "need to knows" or next steps.</li> <li>• Entry document or event fails to establish a timeline</li> <li>• Entry document or event fails to externalize the enemy</li> </ul>	<ul style="list-style-type: none"> <li>• Entry document or event seems likely to engage the student's curiosity in a realistic scenario</li> <li>• Entry document or event establishes a clear role and task for the students.</li> <li>• Entry document or event leads to a list of content-based "need to knows" and next steps</li> <li>• Entry document or event establishes a clear timeline and assessment criteria</li> <li>• Entry document or event successfully externalizes the enemy</li> </ul>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>• Entry document or event engages the students in a real world problem that they can help solve</li> <li>• Entry document creates a thorough list of relevant, content specific "need to knows"</li> <li>• Project is launched with the help of outside person or entity</li> </ul>

	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25
<b>Planning</b>	<ul style="list-style-type: none"> <li>The project plan may be a good idea, but little thought has been put into how to implement the idea in the classroom</li> <li>No thought has been put into the resources and materials required for this project</li> </ul>	<ul style="list-style-type: none"> <li>The project has a general outline including the various phases and student activities</li> <li>Some thought has been put into resources and materials that are required for this project</li> <li>The project has a list of student products</li> </ul>	<ul style="list-style-type: none"> <li>The project plan includes a detailed description of the various phases with progress checks and benchmarks</li> <li>The project has a complete list of resources and materials</li> <li>The project has a well thought out plan for implementation</li> <li>The project includes a description of student products and how they will be evaluated against the project goals</li> </ul>
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25
<b>Scaffolding</b>	<p>The project lacks appropriate activities designed to help students...</p> <ul style="list-style-type: none"> <li>work as an effective team on a long term project</li> <li>reflect on their “need to knows” and to develop next steps</li> <li>understand the content and make use of the resources available (including any necessary remediation that might be needed)</li> </ul>	<p>The project has appropriate activities designed to help students...</p> <ul style="list-style-type: none"> <li>work as an effective team on a long term project (time management, collaboration, etc)</li> <li>reflect on their “need to knows” and to develop next steps</li> <li>understand the content and make use of the resources available (including any necessary remediation that might be needed)</li> </ul>	<p>The project has differentiated activities designed to help individual students and groups ...</p>
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Rubrics are not developed, don’t seem tied to the goals of the project, or are unusable by students</li> <li>Evaluation does not include use of school-wide rubrics</li> </ul>	<ul style="list-style-type: none"> <li>The rubric is designed to clearly lay out expectations of the final product as defined by the goals of the project</li> <li>Evaluation includes the use of school-wide rubrics</li> <li>Rubrics are easy for students to use in self- and peer-assessment activities.</li> </ul>	<ul style="list-style-type: none"> <li>Several rubrics are used to evaluate multiple individual and group products based on the stated content and 21<sup>st</sup> Century goals of the project.</li> <li>Assessment includes input from outside sources</li> </ul>
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25
<b>End Product</b>	<ul style="list-style-type: none"> <li>End product does not demonstrate understanding and application of content standards</li> <li>End product is not authentic</li> <li>End product is not age level appropriate</li> </ul>	<ul style="list-style-type: none"> <li>End product clearly demonstrates understanding and application of content standards</li> <li>End product is authentic and reflects real world work</li> <li>End product is tailored to age and skill level of students</li> </ul>	<ul style="list-style-type: none"> <li>End product is composed of multiple opportunities for students to demonstrate their learning (multiple products)</li> <li>End product will be used by an outside person or entity</li> <li>End product incorporates the use of a variety of media</li> </ul>
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25

COMMENTS:

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## Project Idea Rubric

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas</li> <li>The problem or question has little or no meaning to the students</li> <li>Problem has a single correct answer</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates “real world” activities. Adults are likely to tackle the problem or questions addressed by the project</li> <li>The problem or question has meaning to the students and provides a clear “need to know”</li> <li>Project has several possible correct solution</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Entities or persons outside of the school will use the product of student work</li> <li>Students will present and defend solution to a real and appropriate audience for the student work</li> </ul>

<b>Academic Rigor</b>	<ul style="list-style-type: none"> <li>The project is not based on content standards</li> <li>Project demands little specific knowledge of central concepts</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards</li> <li>Project demands specific knowledge of central concepts</li> <li>Student develop and demonstrate life skills (e.g. collaboration; presentation; writing)</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>There is a well defined, clear driving question that is derived from specific national, state or district content standards</li> <li>Project demands breadth and depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)</li> </ul>
<b>Applied Learning</b>	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development</li> <li>Students work primarily alone and with little self-management</li> <li>Learning occurs out of context of project</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development</li> <li>Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project</li> <li>Students use self-management skills informally</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students apply new knowledge to a realistic and complex problem</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information)</li> <li>Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)</li> </ul>
<b>Active Exploration</b>	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct own, independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use raw data provided by the teacher.</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Student are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration)</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)</li> </ul>
<b>Adult Connections</b>	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate “expert” contact.</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advise.</li> <li>Students have the opportunity to observe and work alongside adults in a worksite relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
<b>Assessment Practices</b>	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or and expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress</li> <li>Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind</li> <li>Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
<b>Use of Tech.</b>	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to calculate formula results.</li> </ul>	<p>In addition to “Acceptable” attributes, students might:</p> <ul style="list-style-type: none"> <li>Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul>

**When you walk into a SEA PBL classroom, you should be able to see the following any time...**

- If possible, tables are arranged in a manner that encourages collaboration.
- Students who can tell you:
  - What project that they are working on
  - Who is in their group
  - What their own individual responsibility is within the group
  - How they will be assessed on the project
  - What the final product of the project should be
  - The learning outcomes that they must address
- Evidence of use of technology to aid in instruction
- The great majority of students on-task
- Teachers modeling appropriate behavior and a focus on student work
- Teachers who can show evidence of
  - What project the students are working on, and the next projects through curriculum map
  - Their strategy for grouping students for the current project and scaffolds
  - The basic ideas/standards that the project is addressing
  - How they are using the course calendar and/or a project page in ECHO to support student learning
  - What learning outcomes are being addressed within the project
  - Show planning forms for project and curriculum
- Interaction between the teacher and students that indicates respect and high expectations.

**You should be able to see these at least once a week when you observe a NT classroom:**

- Students working together in groups, discussing a scaffolding assignment or the overall project
- Students checking their grades online
- The teacher meeting with a group, or with representatives from all the groups
- The students assessing each other using the online collaboration rubric based on leadership and initiative, facilitation and support, and contributions and work ethic which are all a part of the SEA's learning outcomes
- The teacher providing direct instruction and/or guided practice with skills needed for completion of the project
- In a science classroom, students gathering data via direct measurements/and or research
- Students using the course calendar and/or the project page to find necessary information for the class
- Students and/or teacher revisiting the Know/Need to Know list to guide progress on the project
- The teacher engaging in formative assessment

**You should be able to see these indicators at least once per project when you observe an**

**SEA classroom:**

- Students being introduced to the entry document/event, and developing the know/need to know list
- Students developing contracts in groups
- Students practicing presentations or preparing for the final product
- Students presenting, or engaging in some sort of culminating activity for the project
- Students taking a test, or some other individual formative and summative assessments
- Students and teacher debriefing the project, exploring what worked/didn't work, etc.

**Core Curriculum**

Student Empowerment Academy will successfully implement the State Board of Education adopted core curriculum in Language Arts, Mathematics, Science, Social Studies, Physical Education, and the Visual and Performing Arts. The curriculum will be rigorous and the curriculum materials will meet all state standards and prepare students for the annual state assessments, which include the CELDT, CAHSEE, CST, Governor’s Fitness Test, and California State Early Assessment program.

Student Empowerment Academy will provide time and guidance based on the professional development schedule for faculty to develop standards based PBL curriculum and teaching practices both before the school year starts and every Monday afternoon during the school year for two hours. The curriculum will be based on the Common Core State Standards where available and the California State Content Standards where Common Core State Standards have not been developed and will include the following: a) content standards; b) instructional strategies; c) assessments; and d) resources.

All students will also receive instruction in the arts, physical education, and personal skills, while becoming adept in technology use and will have access to extra-curricular activities and a wide variety of elective courses, for example digital media, physics, creative writing, yearbook, leadership, and journalism..

**8. Instructional Materials**

Textbooks teachers at Student Empowerment Academy will use to teach the core curriculum may include, but are not limited to:

Grade	Subject	Text/s
9	English/Lang. Arts	Textbook: McDougall Littell (Recent edition) Prentice Hall <i>Writing and Grammar</i> (Recent Edition) Additional Texts: <i>Paper Towns</i> by John Green <i>Absolutely True Diary of a Part Time Indian</i> (Lit Circles) by Sherman Alexie, <i>Speak</i> (Lit Circles) by Laurie Halse Anderson <i>Almost a Woman</i> (Lit Circles) by Esmerlda Santiago <i>Perks of Being a Wallflower</i> (Lit Circles) by Stephen Chbosky

		<i>House of the Scorpion</i> by Nancy Farmer <i>Golden Compass</i> (Lit Circles) by Philip Pullman <i>Hunger Games</i> (Lit Circles) by Suzanne Collins <i>Ender's Game</i> (Lit Circles) by Orson Scott Card <i>Hitchhiker's Guide to the Galaxy</i> (Lit Circles) by Douglas Adams, <i>Odyssey</i> by Homer <i>Flag of Childhood</i> by Naomi Shihab Nye <i>Three Cups of Tea</i> by Greg Mortenson
	Math	<b>Algebra 1:</b> California Algebra 1: Concepts, Skills, and Problem Solving, McGraw Hill Glencoe
	Science	<b>Biology:</b> McDougal Littell: Biology ©2008 Stephen Nowicki
	History/Social Studies	<del>No History/Social Studies for 9<sup>th</sup></del>
	PE	Fitness for Life-5th ed. Paperback
10	English/Lang. Arts	Textbook: McDougall Littell (Recent edition); Prentice Hall <i>Writing and Grammar</i> (Recent Edition) Additional Texts: <i>Animal Farm</i> , by George Orwell <i>In the Time of Butterflies</i> , by Julia Alvarez <i>Johnny Got His Gun</i> , by Dalton Trumbo <i>Kite Runner</i> , By Khaled Hosseini <i>Maus 1: A Survivor's Tale: My Father Bleeds History</i> , by Art Spiegelman <i>Night</i> , by Elie Wiesel <i>Princess: a true story of life behind the veil in Saudi Arabia</i> , by Jean P. Sasson <i>Siddhartha</i> , by Hermann Hesse <i>The Good Earth</i> , by S. Pearl Buck <i>The Joy Luck Club</i> , by Amy Tan <i>The Jungle</i> , by Upton Sinclair <i>Things Fall Apart</i> , by Chinua Achebe <i>Thousand Splendid Suns</i> , by Khaled Hosseini
	Math	<b>Geometry:</b> Geometry concepts and applications, Glencoe Algebra 2: Algebra 2 with Trigonometry, Prentice Hall Classics
	Science	<b>Chemistry:</b> McDougal Littell World of Chemistry ©2007 Zumdahl/DeCoste
	History/Social Studies	<b>World History:</b> Modern World History History Alive
	PE	Fitness for Life-5th ed. Paperback

11	English/Lang. Arts	Textbook: McDougal Littell, most recent edition, Grade 11 Additional Texts: <i>A Raisin in the Sun</i> , by Lorraine Hansberry <i>Autobiography of Malcolm X</i> , by Malcolm X and Alex Haley <i>Catcher in the Rye</i> , by J.D. Salinger <i>Death of a Salesman</i> , by Arthur Miller <i>Grapes of Wrath</i> , by John Steinbeck <i>The Bluest Eye</i> , By Toni Morrison <i>The Great Gatsby</i> , by F. Scott Fitzgerald <i>The Devil's Highway</i> , by Luis Urrea <i>The Things They Carried</i> , by Tim O'Brien <i>Their Eyes Were Watching God</i> , by Zora Neale Hurston <i>The Awakening</i> , by Kate Chopin <i>The Color Purple</i> , by Alice Walker <i>Slaughterhouse Five</i> , by Kurt Vonnegut <i>Tonto and the Lone Ranger Fist Fight in Heaven</i> , by Sherman Alexie <i>Zeitoun</i> , by Dave Eggers
	Math	<b>Algebra 2:</b> Algebra 2 with Trigonometry, Prentice Hall Classics <b>Trig/Math Analysis:</b> Pre-calculus Enhanced with graphing utilities, Sullivan Sullivan <b>Calculus:</b> Calculus, Graphical, Numerical Algebraic <b>AP Statistics:</b> The Practice of Statistics
	Science	<b>AP Chemistry:</b> Zumdahl, Chemistry, 8th Ed. 2010 <b>AP Biology:</b> Russell, Biology: The Dynamic Science, 1st Ed. <b>AP Physics:</b> Serway, College Physics, 8th Ed. 2009 <b>Physics:</b> Glencoe Science Physics Principles and Problems © 2008 <b>Physiology:</b> "Essentials of Anatomy and Physiology" by Martini and Bartholomew, 4th edition
	History/Social Studies	<b>US History:</b> The American History Alive
	PE	Fitness for Life-5th ed. Paperback
12	English/Lang. Arts	Textbook: California State University Exposition Composition Additional Texts: <i>Fast Food Nation</i> by Eric Schlosser <i>Amusing Ourselves to Death</i> by Neil Postman <i>The Tipping Point</i> by Malcolm Gladwell <b>Modern Literature (2<sup>nd</sup> semester Senior Year)</b> Textbook: APA Handbook (Recent Edition) Additional Texts: <i>Sophie's World</i> by Jostein Gardner <i>Fahrenheit 451</i> by Ray Bradbury <i>Brave New World</i> by Aldous Huxley <i>1984</i> by George Orwell <i>Anthem</i> by Ayn Rand <i>The Time Machine</i> by H.G. Wells
	Math	<b>Trig/Math Analysis:</b> Pre-calculus Enhanced with graphing utilities, Sullivan Sullivan <b>Calculus:</b> Calculus, Graphical, Numerical Algebraic <b>AP Statistics:</b> The Practice of Statics
	Science	<b>AP Chemistry:</b> Zumdahl, Chemistry, 8th Ed. 2010 <b>AP Biology:</b> Russell, Biology: The Dynamic Science, 1st Ed. 2008 <b>AP Physics:</b> Serway, College Physics, 8th Ed. 2009

		<b>Physics:</b> Glencoe Science Physics Principles and Problems © 2008 <b>Physiology:</b> “Essentials of Anatomy and Physiology” by Martini and Bartholomew, 4th edition
	History/Social Studies	<b>Political Science:</b> Economics Today American Government
	PE	Fitness for Life-5th ed. Paperback
Electives	Yearbook	No textbook
	Creative Writing	<i>Artists Way – A Spiritual Patch to Higher Creativity</i> , by Julia Cameron
	Journalism	<i>The Associated Press Stylebook</i> , by Associated Press
	Leadership	No textbook
	Choir	No textbook (sheet music provided)
	Engineering 1 & 2	No textbook
	Geography	Geography Alive: Regions and People, Teachers Curriculum Institute, Hart Diane, 2006

## 9. SEA Goals

The objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the Charter School through a collaborative, experiential learning environment that emphasizes individual student achievement and inspires students to reach beyond themselves. The implementation of its curriculum is grounded on recent empirical research in constructivist theory (Piaget, Dewey, Bruner, Eisner), and best instructional strategies (Marzano). To this end Student Empowerment Academy will pursue the following goals:

### ***Instructional Programs:***

- All curriculum design is aligned with the California State Standards and/or Common Core Standards through Project based learning;
- Standardized testing required by the State will be an integral part of our assessment;
- School developed benchmark assessments, such as rubrics, projects, and student portfolios are an integral part of our ongoing assessment of student progress;
- Lessons will be taught across the disciplines using project-based strategies, direct and inquiry-based instruction, and guided practice; and
- Collaborative experiential learning environment will be provided for students to develop their interpersonal skills and nurture mutual respect, civic responsibility and life-long learning.

### ***Community and Family participation:***

At SEA we believe that a child can only get a well-rounded educational experience when all of his/her learning is connected to his/her surroundings. Internships, fieldtrips and projects must all culminate in an opportunity to create a support network as early as their first year in high school. In PBL and with our STEAM focus, partners are a critical part of providing linked learning in every standards-based project. The Charter School has lined up a team of networks in order to ensure student participation with community-based agencies in every project. Agreements have

been established with some of the following community organizations, while others are still in progress, but letters of support are included from most are under Appendix B:

**New Tech Network:** New Technology Network Foundation is a not-for-profit organization that transforms schools into innovative learning environments, including computers in the classroom for regular student access. Their Project-Based teaching approach engages students with dynamic, vigorous curriculum. Through extensive professional development and hands-on coaching, NTN teachers evolved from keepers of knowledge to facilitators of rich, relevant learning.

**The Art of Living:** A not-for-profit foundation, this educational and humanitarian non-governmental organization is engaged in stress management and service initiatives. It operates globally in 152 countries. The Art of Living Foundation has spread peace across communities through diverse humanitarian projects, including conflict resolution, disaster relief, sustainable rural development, empowerment of woman, education for all, and environmental sustainability.

**California Council on Economics Education:** CCEE is California's leading provider of Economic and Financial Literacy education to K-12 teachers and students. Their programs help teachers and students make better personal and financial decisions, which improve their ability to succeed and compete in a global economy.

**Qatar Foundation International:** QFI is a U.S.-based member of the Qatar Foundation. Its mission is dedicated to connecting cultures and advancing global citizenship through education. QFI is based in Washington D.C. and is focused on grant-giving and pragmatic activities that promote education as a force that facilitates collaboration across geographical, social and cultural boundaries.

**California State University, San Bernardino:** With Dr. Danny Doueiri as our advocate and liaison, our partnership includes the promotion of 21 Century Languages, CSSB will provide those students who meet the criteria concurrent enrollment at no cost to our students. Students will be able to take classes during summer and on-line, creating a direct venue for preparing our students for life after high school.

**Los Angeles Trade Tech College:** LATTC is our closest community college campus. They have built a strong relationship with SEA since its opening in 2007. This partnership provides an array of opportunities that range from concurrent enrollment to teachers participation in workshops and seminars. LATTC will assist SEA in filling the future STEAM employment gap by assisting our transferring students with strong STEAM education.

**DeVry University:** DeVry University has been a strong partner in supporting our STEAM curriculum and teacher development. They provide our students with opportunities to visit their campus to promote careers in technology, business, and engineering. They have a focus on the development of women in STEAM careers and host annual conferences such as Her World Conference to learn more about women for the 21<sup>st</sup> century.

**Family Involvement:** One of the attributes to our success in the community is the strong partnership with our parents. In addition to the close relationship between a student's advisory teacher and their home, SEA promotes and celebrates parent volunteers at the end of every year with a Volunteer Recognition Awards Dinner. We strongly encourage parents and families to volunteer and fulfill service hours that include, but are not limited to, the participation in Student Led Parent Conferences, Community Beautification Saturdays, and Schoolwide Parent Meetings. Parents who are unable to provide these hours will work out an Alternative Involvement Plan with the school to encourage participation.

## **10. A Typical Day at Student Empowerment Academy**

When visitors step onto the Student Empowerment Academy campus at the beginning of the school day, they should expect to see our students, wearing purple polo shirts and khaki bottoms, making their way towards their first period advisory at 8:00 AM. Advisory classes, separated by grade level, typically contain 25-28 students who meet on a daily basis with the advisors, who act as their mentor, to discuss any concerns or academic and personal goals in their Individual Graduation Plan. This is the time to review school procedures or announce important news. On any given day a typical discussion may include credit recovery or how to build a digital portfolio website which will be evaluated in their senior year. One day out of the week, students are expected to don professional wear since our school practices a professional business model and first impressions are important in the real world of success.

After advisory, students make their way towards their first content classes. On Mondays the students will see all their teachers for 50 minutes to debrief about a project, attend a workshop for a quick concept clarification, or take a quality assurance quiz. On Tuesday through Friday, they have a block schedule for the content classes lasting 80 minutes per class. The classrooms are set up to accommodate the utmost collaborative atmosphere and allow students to participate in discussions and facilitations. Because we are a technology school, students will have the ability to utilize the desktops/laptops/tablets to practice independent and autonomous work while teachers provide workshops at various points in time. After two content classes, they head to lunch and afterwards to their last content class of the day. But their day doesn't end there. They head to seventh period designed for them to relax and learn new skills or knowledge while having fun at the same time. However, this seventh period also serves as intervention and students who did not pass the CAHSEE or scored far below basic or below basic on the CST will need remediation.

A typical sophomore will begin the day in advisory and work on test taking strategies since he/she will be taking the CAHSEE test in March. Then the student will head to Arabic class and practice rudimentary conversations with one another to improve his/her verbal skills and write notes to each other in Arabic to improve their writing skills. Afterwards, the student moves on to creating a video about tourism in Arab countries narrating in Arabic. The student proceeds to geometry class where concepts and terminologies practiced through homework are applied to a series of mini challenges/problems dealing with Arabic architecture on geometric designs. Next, the student will travel to world history class and learn not only the cause and effects of World War II, but also the history of innovative inventions around that time created which caused harm

and good. Then the student’s group will work on modifying an everyday product into something new that they will showcase to community members in several weeks’ time. Now it is time for an enriched 7<sup>th</sup> period class as a form of reward for their hard effort put forth throughout the day, or the student buckles down to work on improving their content knowledge, so he/she can graduate. The enrichment classes consist of Yoga, Chess, Leadership, Soccer, Choir, Drawing, Yearbook, Body Conditioning, but these classes can change from semester to semester based on student interests. Lunchtime is next on the student’s daily schedule and afterwards he/she will head towards their English class where they debrief and work on editing and revising a proposal to improve local community ecological conservation efforts, which the class will deliver to the mayor’s office for review. Then the student ends the day with a return to his/her advisor for an 8<sup>th</sup> period study hall where students’ academic progress is monitored, and they receive help with homework and projects.

Seniors will begin their day interning at Los Angeles Junior Chamber, working alongside a business professional. Once the students’ daily hours are complete at the Chamber, they return to the SEA campus in time for a group workshop for “Fast Food Nation” in Expository Composition. As the student rotates out of their workshop, they take the time to check their advisory agenda in Echo, and shoot off a quick email to their advisor that they have made it to campus. Echo is an online learning platform which allows students to check their daily agenda, grades, e-mail, or project resources. Each person (staff and students) has his/her own account assigned to them by the school. 7<sup>th</sup> period leadership is spent coaching lower classmen presentation skills, campus and community empowerment activities focusing on promoting Student Empowerment Academy. After lunch, the students check with their Physics instructor and head outside with their group to re-run their acceleration experiments with their solar car model. 8<sup>th</sup> period is next, and although some students have a “Purple ID”, allowing them to leave at the end of 15 minutes, they stay in learning lab for another half hour working on their senior portfolio and meeting with their group on their “Battle of the Bulge” campaign for Economics. Students receive the Purple ID when they have achieve C or better in all classes.

## 11. Daily Schedule and School Calendar

The tables below describe Student Empowerment Academy’s daily class schedule and academic calendar. The instructional schedule will meet the minimum instructional minutes set forth in Education Code Section 47612.5 of 64,800 minutes for students in grades 9-12. SEA’s academic schedule, required of all students, will provide **71,100** minutes of instruction within its annual 184 day calendar. The school calendar will have 114 days of instruction with 375 minutes per day (Tuesday, Wednesday, Thursday) and 76 days of instruction with 325 minutes (Professional Development Monday) and 40 days of instruction with 270 minutes (Fridays) with 310 minutes per day (Professional Development Monday, Friday). PD will be delivered by members of the Curriculum and Instructional Committee.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Period 1 8:00-8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50	Advisory 8:00 – 8:50
Period 2	Period 4	Period 1	Period 4	Period 1

8:55-9:45	8:55 - 10:15	8:55 - 10:15	8:55 - 10:15	8:55 - 10:15
Period 3 9:50-10:40	Period 5 10:20 - 11:40	Period 2 10:20 - 11:40	Period 5 10:20 - 11:40	Period 2 10:20 - 11:40
Period 4 10:45-11:35	Period 7 11:45 – 12:30	Period 7 11:45 – 12:30	Period 7 11:45 – 12:30	Lunch 11:40 – 12:15
Lunch 11:35-12:10	Lunch 12:30 – 1:05	Lunch 12:30 – 1:05	Lunch 12:30 – 1:05	12:20 – 1:40
Period 5 12:15-1:05	Period 6 1:10 – 2:30	Period 3 1:10 – 2:30	Period 6 1:10 – 2:30	
Period 6 1:10-2:00	Period 8 2:35 – 2:50	Period 8 2:35 – 2:50	Period 8 2:35 – 2:50	
Professional Development 2:00-4:00				

### Sample Class Schedules 2013-2014

#### Grade 9

Period	Course	Period	Course
Advisory	Advisory 9	Advisory	Advisory 9
1	English 9	4	PE 1
2	Pre-Algebra/Algebra	5	World Lang 1
3	Science Investigation/ Biology	6	Drama
7	Geography	8	Study Hall

#### Grade 10

Period	Course	Period	Course
Advisory	Advisory 10	Advisory	Advisory 10
1	English 10	4	Digital Media 1
2	Algebra 2/ Algebra 1	5	World Lang 2
3	Biology/ Chemistry	6	World History
7	Choir	8	Study Hall

#### Grade 11

Period	Course	Period	Course
Advisory	Advisory 11	Advisory	Advisory 11
1	English 11	4	Digital Media 2
2	Algebra 2/ Geometry	5	World Lang 3/ Computer Aided Design/ Geographic Information Systems
3	Chemistry/ Anatomy	6	US History

7	Yearbook	8	Study Hall
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**Grade 12**

Period	Course	Period	Course
Advisory	Advisory 12	Advisory	Advisory 12
1	Expo Comp/Modern Literature	4	Off-campus College Class
2	College prep math/ Pre-Calculus/ Geometry	5	Econ Gov't
3	Anatomy/ Physics	6	College Class
7	Journalism	8	Study Hall

<b>2013-2014 SCHOOL CALENDAR DATES</b>	
First Day of Instruction	Aug. 13, 2013
Initial/Annual CELDT	Oct 2013
Labor Day	Sept. 2, 2013
PSAT	Oct 2013
CAHSEE (Grade 11 only)	Nov 2013
Veterans Day	Nov 11, 2013
1 <sup>st</sup> Quarterly Summative Assessments	Oct 2013
Thanksgiving	Nov 28, 29
Winter Recess	Dec 16-Jan 3
M.L. King, Jr. Day	Jan 20, 2014
Physical Fitness Testing	Mar 2014
Presidents' Day	Feb 17, 2014
2 <sup>nd</sup> Quarterly Summative Assessments	February 2014
EAP	Mar 2014
CAHSEE (Grade 10 Census Admin & Grade 11)	Mar 2014
Spring Recess	Mar 24-28, 2014
CSTs (TBD by state)	April-May 2014
CAHSEE (Grade 10 Makeups)	May 2014
Memorial Day	May 26, 2014
3 <sup>rd</sup> Quarterly Summative Assessments	April 2014
Last Day of Instruction	June 4, 2014
<b>Total Number of Instructional Days</b>	<b>184</b>

**12. Courses Offered**

The following sequence of high school courses is required by the Academic Senate of California Colleges and Universities as appropriate for fulfilling the minimum eligibility requirements for admission. It also illustrates the

minimum level of academic preparation students ought to achieve in high school to undertake university level work.

The "A-G" requirements can be summarized as follows:

**A: History / Social Science** – Three years, including one year of world history, cultures, and historical geography, one year of US History, and one-half year of US Government and one-half year of economics.

**B: English** – Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

**C: Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

**D: Laboratory Science** – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.

**E: Language Other Than English** – Two years of the same language other than English.

**F: Visual & Performing Arts** – One year, including visual art.

**G: College Preparatory Elective** – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

The curriculum focus of Student Empowerment Academy is centered on the driving educational themes of excellence in Science, Technology, Engineering, Arts, and Mathematics. This can be seen below in our rigorous pathway of Math and Science. See below a scope and sequence that shows how ALL students would accomplish A-G requirements for entrance into the University of California/California State system.

A-G Requirements	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
A Social Science			World History	World History	US History	US History	Government	Economics
B English	English 9	English 9	English 10	English 10	English 11	English 11	Expository Comp	Modern Literature
C Math	Algebra Readiness	Algebra Readiness	Algebra 1	Algebra 1	Algebra 2	Algebra 2	Geometry	Geometry
	Algebra 1	Algebra 1	Algebra 2	Algebra 2	Geometry	Geometry	Trigonometry College Readiness	Trigonometry College Readiness
D Science	Biology  Science Investigation	Biology  Science Investigation	Chemistry  Biology	Chemistry  Biology	Physics Physiology	Physics Anatomy	Physiology Physics	Anatomy Physics
E	Arabic 1A	Arabic 1B	Arabic 2A	Arabic 2B	Arabic 3	Arabic 3		

Foreign Language	French 1A Int. Studies	French 1B Int. Studies	French 2A	French 2B				
F Art	Art	Art	Dig Image 1A	Dig Image 1B	Architecture Computer Aided Design/Geographic Information Systems	Architecture Computer Aided Design/Geographic Information Systems		
G College Preparatory Electives	Geography	Geography			Engineering 1A	Engineering 1B	Engineering 2A	Engineering 2B
Other Requirements	PE	PE	10 <sup>th</sup> Grade Elective*	10 <sup>th</sup> Grade Elective	11 <sup>th</sup> Grade Elective**	11 <sup>th</sup> Grade Elective**	Off-Campus Community College Course	Off-Campus Community College Course
	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall	Advisory/ Study Hall

\*10<sup>th</sup> Grade Elective includes: Leadership, Yearbook, Journalism, Choir

\*\*11<sup>th</sup> Grade Elective includes: Leadership, Yearbook, Journalism, Choir, Internship

\*\*\*12<sup>th</sup> Grade Elective includes: Leadership, Yearbook, Journalism, Choir, Creative Writing Service, Internship

### **Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements**

Parents will be informed about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements in the initial parent orientation meeting when they enroll their students. The information will also be included in the parent/student handbook each parent will receive at the parent orientation meeting, and it will be posted on the Charter School’s “Parent Information” website.

### **Western Association of Schools and Colleges (WASC) Accreditation**

Student Empowerment Academy has been fully accredited by WASC and will continue to participate in the WASC process as needed.

- 1 day visit March of 2014
- Full visit Spring 2017

Our next accreditation visit will reflect the change of the school to Charter.

### **13. Professional Development**

Professional Development (“PD”) will be led by Curriculum and Instructional Committee (Members listed in Section 4: Governance).

#### **PD Plan Prior to Academic School Year Beginning July 1, 2013:**

**Monday – Thursday**

- New Tech Annual Conference

<b>July 15 – July 18, 2013</b>	(NTAC) <ul style="list-style-type: none"> <li>▪ Advisory</li> <li>▪ Curriculum and Instruction (STEAM)</li> <li>▪ Literacy and PBL (9-12)</li> </ul>
<b>July 29 – August 2, 2013</b>	<ul style="list-style-type: none"> <li>▪ Critical Friends</li> <li>▪ Project Development/Literacy tasks</li> <li>▪ Common Core Standards and Assessments</li> <li>▪ Cross-curricular planning/project</li> </ul>
<b>August 8-9, 2013</b>	<ul style="list-style-type: none"> <li>▪ Advisory (9-12)</li> <li>▪ Literacy</li> <li>▪ RTI<sup>2</sup>/Data</li> <li>▪ Special Education/English Learners/GATE/EL (Support in PBL environment)</li> </ul>

**During Academic School Year**

Professional Development will be held every Monday after school during the academic school year.

<b>Month</b>	<b>Proposed PD</b>
August 2013	RTI <sup>2</sup> /Advisory/STEAM Curriculum/Technology Support
September 2013	PBL/Differentiation/ Common Core
October 2013	Special Education/English Learners/GATE/EL (Support in PBL environment)
November 2013	Intervention/Testing/Data
December 2013	Project-Problem assessments/ STEAM support
January 2014	Advisory/Data/Special Groups/STEAM Curriculum/Technology Support
February 2014	Differentiation in PBL
March 2014	RTI <sup>2</sup> /Data/Testing
April 2014	Project Based Learning/RTI <sup>2</sup> /School Data
May 2014	Project Based Learning/RTI <sup>2</sup> /Planning for 2014-2015/ STEAM focus 2014-2015

- Continue partnership with New Tech Network as resource and support for professional growth within the PBL model;
- Utilize professional trainings provided by Los Angeles County Office of Education to enhance teacher professional development;
- Establish partnership with LATTC and LAUSD for professional growth; and
- Provide teachers and staff with opportunities to develop their leadership skills by serving as mentors and facilitators.

Professional development time must focus on sharing strong and consistent instructional practices that assist all teachers to engage and support students' achievement in a meaningful way. Conversations during professional development time will focus on the quality of instruction in the classroom first by self-examining practice with the following four fundamental questions about one's own class:

1. Do I consider the various learning levels and special groups as I design my project's lessons and build in differentiated instruction as necessary?
2. Do I implement standards-based, well-planned rigorous STEAM-focused lessons through PBL instruction?
3. Do I utilize various formative assessments to check for understanding that involve all students?
4. Do I foster a learning environment that promotes inquiry to encourage deeper learning?

Next, every department must do the following during PD time:

1. Discuss refined methods of instruction to assist in areas of teacher growth which leads to student growth
2. Analyze student work and review instruction method or provide content/skill workshops when necessary
3. Collaborate with other grade level teachers, as needed, to discuss content and implement grade level strategies to maintain high expectations and increase student engagement

The vehicle of support to ensure that students are learning the essential standards will be all teachers participating with fidelity on the school-wide monitoring practices below:

1. Consistent project-based or problem-based learning rooted in real world situations
2. Workshops to teach essential standards according to student data gathered over projects, benchmarks, and department/grade-level assessments.

Student Empowerment Academy staff will also undergo PD training in Project-Based/Problem-Based Learning. Through a process that includes one or more PBL experts, teachers will be guided through the tenets and development of standards-based PBL curriculum using modules and resources provided by New Tech Network in Echo, the secure online platform used for communication. Additionally other resources are available for teachers to increase their knowledge in PBL in the following:

1. Buck Institute's *Project Based Learning for the 21<sup>st</sup> Century* ([www.bie.org](http://www.bie.org)), which fully explains PBL, is accompanied by a *PBL Starter Kit* that is a powerful learning/teaching tool, and includes links to other PBL websites that cover such subjects as: Project Planning Forms; Developing an Idea; Managing, Sharing and Assessing Projects; and, Reflecting and Perfecting the Processes;
2. The George Lucas Education Foundation's *Edutopia* ([www.edutopia.org/project-based-learning](http://www.edutopia.org/project-based-learning)), which includes many links that train and guide educational professionals in becoming experts in helping students develop and manage projects that reflect what they are learning in the classroom;
3. *Global School Net: Introduction to Project-Based Learning*, which can be found on the Internet at ([www.globalschoolnet.org](http://www.globalschoolnet.org)). As its name implies, it is an introduction to PBL and its pedagogy, and provides some PBL examples, success stories and resources; and,
4. Other PBL information/training websites such as the following, which is but a small sample of the many available on the Internet:
  - *Challenge 2000 Multimedia Project* (<http://pblmm.k12.ca.us/index.html>), which has a variety of resources, examples and research focusing on project-based learning and multimedia;
  - *Network-Based Educational Activity Collection* ([www.mwsu.edu/~educ/coe/structures/structures.htm](http://www.mwsu.edu/~educ/coe/structures/structures.htm)), which includes extensive research about how teachers can become designers for Internet projects, including 18 structures for successful telecomputing activities;
  - *Project Approach* (<http://www.project-approach.com>), which includes Project-Based Learning theory, planning, examples, and professional development;
  - *Project Based Learning Handbook* ([www.bie.org/pbl/pblhandbook/contents.php](http://www.bie.org/pbl/pblhandbook/contents.php)) which is Buck Institute of Education's comprehensive overview of PBL providing a detailed planning model for teachers and PBL research;
  - *Project Based Learning Resources* ([www.iearn-canada.org/guideontheside.html](http://www.iearn-canada.org/guideontheside.html)) which is a collection of articles, examples and resources related to project-based learning; and,
  - *Sharing Best Practices & Strategies in School Reform* ([www.bobpearlman.org/BestPractices/PBL.htm](http://www.bobpearlman.org/BestPractices/PBL.htm)) which features a collection of PBL best practices, pilot projects, and student work.
  - *Project based learning at High Tech High* ([www.hightechhigh.org](http://www.hightechhigh.org)) which features a collection of interdisciplinary projects at a PBL school.

PBL staff training will be conducted during the initial new staff training sessions, which will occur before the Charter School year begins. PBL training will be ongoing as needed or requested throughout the school year, but in no circumstance will be held less than two, one hour sessions per month during Monday Professional Development for all affected staff members.

## 14. Scope and Sequence

## SCOPE AND SEQUENCE

The following represents the extent and order (scope and sequence) of the four core academic subjects (English/Language Arts, Math, Science, and History/Social Studies), as well as the electives, that will be taught at Student Empowerment Academy. SEA will implement Common Core Standards as soon as they are finalized. These subjects are listed here according to their California Content Standard definition.

### Science

High school science standards require more than two years of science courses for students to achieve the breadth and depth described. We have strengthened our science curriculum, providing students the maximum opportunity to learn the standards while encouraging them to study further in science.

The Science Content Standards listed below reflect the desired content of science curriculum in California public schools. This content will be taught at Student Empowerment Academy so that students will have the opportunity to build connections that link science to technology and societal impacts. Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The standards should be viewed as the foundation for understanding these issues.

Time and considerable resources continue to be needed to implement the Science Content Standards fully. But the goal remains clear, and these standards are the foundation for increasing the scientific literacy of all students.

Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (\*).

### Physics, Grade 12

#### Unit 1, Semester 1

#### Motion and Forces:

**Newton's laws predict the motion of most objects. As a basis for understanding this concept:**

- a. Students know how to solve problems that involve constant speed and average speed.
- b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
- c. Students know how to apply the law  $F=ma$  to solve one-dimensional motion problems that involve constant forces (Newton's second law).

d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).

e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.

f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).

g. Students know circular motion requires the application of a constant force directed toward the center of the circle.

h. \* Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.

i. \* Students know how to solve two-dimensional trajectory problems.

j. \* Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.

k. \* Students know how to solve two-dimensional problems involving balanced forces (statics).

l. \* Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form:  $a=v^2/r$ .

m. \* Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).

### **Unit 2, Semester 1**

#### **Conservation of Energy and Momentum:**

**The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:**

a. Students know how to calculate kinetic energy by using the formula  $E=(1/2)mv^2$  .

a. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = $mgh$  (h is the change in the elevation).

b. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.

c. Students know how to calculate momentum as the product  $mv$ .

d. Students know momentum is a separately conserved quantity different from energy.

e. Students know an unbalanced force on an object produces a change in its momentum.

f. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.

g. \* Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.

### **Unit 3, Semester 1**

#### **Heat and Thermodynamics:**

**Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:**

a. Students know heat flow and work are two forms of energy transfer between systems.

b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.

c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.

d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.

e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

f. \* Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).

g. \* Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

#### **Unit 4, Semester 2**

##### **Waves:**

**Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:**

a. Students know waves carry energy from one place to another

b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).

c. Students know how to solve problems involving wavelength, frequency, and wave speed.

d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately  $3 \times 10^8$  m/s (186,000 miles/second).

f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler Effect, and polarization.

#### **Unit 5, Semester 2**

##### **Electric and Magnetic Phenomena:**

**Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:**

a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.

b. Students know how to solve problems involving Ohm's law
c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference) $\times I$ (current) $= I^2R$ .
d. Students know the properties of transistors and the role of transistors in electric circuits.
e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
j. * Students know electric and magnetic fields contain energy and act as vector force fields.
k. * Students know the force on a charged particle in an electric field is $qE$ , where $E$ is the electric field at the position of the particle and $q$ is the charge of the particle.
l. * Students know how to calculate the electric field resulting from a point charge.
m. * Students know static electric fields have as their source some arrangement of electric charges.

n. \* Students know the magnitude of the force on a moving particle (with charge  $q$ ) in a magnetic field is  $qvB \sin(a)$ , where  $a$  is the angle between  $v$  and  $B$  ( $v$  and  $B$  are the magnitudes of vectors  $v$  and  $B$ , respectively), and students use the right-hand rule to find the direction of this force.

o. \* Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

## Chemistry, Grade 11

### Unit 1, Semester 1

#### Atomic and Molecular Structure:

**The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:**

a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.

b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.

c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

d. Students know how to use the periodic table to determine the number of electrons available for bonding.

e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.

f. \* Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.

g. \* Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

h. \* Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.

i. \* Students know the experimental basis for the development of the quantum theory of atomic structure

and the historical importance of the Bohr model of the atom.

j. \* Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ( $E = h\nu$ ).

### **Unit 2, Semester 1**

#### **Chemical Bonds:**

**Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:**

a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

b. Students know chemical bonds between atoms in molecules such as  $H_2$ ,  $CH_4$ ,  $NH_3$ ,  $H_2C=CH_2$ ,  $N_2$ ,  $Cl_2$ , and many large biological molecules are covalent.

c. Students know salt crystals, such as  $NaCl$ , are repeating patterns of positive and negative ions held together by electrostatic attraction.

d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

e. Students know how to draw Lewis dot structures.

f. \* Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.

g. \* Students know how electronegativity and ionization energy relate to bond formation.

h. \* Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures.

### **Unit 3, Semester 1**

#### **Conservation of Matter and Stoichiometry:**

**The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:**

a. Students know how to describe chemical reactions by writing balanced equations.

b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
c. Students know one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).
d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
f. * Students know how to calculate percent yield in a chemical reaction.
g. * Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.
<b>Unit 4, Semester 1</b> <b>Gases and Their Properties:</b> <b>The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:</b>
a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
b. Students know the random motion of molecules explains the diffusion of gases.
c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
d. Students know the values and meanings of standard temperature and pressure (STP).
e. Students know how to convert between the Celsius and Kelvin temperature scales.
f. Students know there is no temperature lower than 0 Kelvin.
g. * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average

kinetic energy of its molecules or atoms.
h. * Students know how to solve problems by using the ideal gas law in the form $PV = nRT$ .
i. * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.
<b>Unit 5, Semester 1</b> <b>Acids and Bases:</b> <b>Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:</b>
a. Students know the observable properties of acids, bases, and salt solutions.
b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
d. Students know how to use the pH scale to characterize acid and base solutions.
e. * Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.
f. * Students know how to calculate pH from the hydrogen-ion concentration.
g. * Students know buffers stabilize pH in acid-base reactions.
<b>Unit 6, Semester 1</b> <b>Solutions:</b> <b>Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:</b>
a. Students know the definitions of solute and solvent.
b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
c. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
d. Students know temperature, pressure, and surface area affect the dissolving process.

e. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

f. \* Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.

g. \* Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

### **Unit 7, Semester 2**

#### **Chemical Thermodynamics:**

**Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:**

a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.

c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.

d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

e. \* Students know how to apply Hess's law to calculate enthalpy change in a reaction.

f. \* Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

### **Unit 8, Semester 2**

#### **Reaction Rates:**

**Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:**

a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

c. Students know the role a catalyst plays in increasing the reaction rate.

d. \* Students know the definition and role of activation energy in a chemical reaction.

#### **Unit 9, Semester 2**

##### **Chemical Equilibrium**

**Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:**

a. Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.

b. Students know equilibrium is established when forward and reverse reaction rates are equal.

c. Students know how to write and calculate an equilibrium constant expression for a reaction.

#### **Unit 10, Semester 2**

##### **Organic Chemistry and Biochemistry:**

**The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:**

a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.

b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

c. Students know amino acids are the building blocks of proteins.

d. \* Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.

e. \* Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

f. \* Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

**Unit 11, Semester 2**

**Nuclear Processes:**

**Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:**

a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.

b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by  $E = mc^2$ ) is small but significant in nuclear reactions.

c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.

d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.

e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

f. \* Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.

g. \* Students know protons and neutrons have substructures and consist of particles called quarks.

**Biology, Grade 10**

**Unit 1, Semester 1 (Eukaryotic and Prokaryotic cells)**

**Cell Biology**

**1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:**

a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.

b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
i.* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
j.* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.
<b>Unit 2 (Plant cells)</b>
<b>Investigation and Experimentation</b>
<b>1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:</b>
a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
b. Identify and communicate sources of unavoidable experimental error.
c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
d. Formulate explanations by using logic and evidence.
e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
f. Distinguish between hypothesis and theory as scientific terms.
j. Recognize the issues of statistical variability and the need for controlled tests.

**Unit 3, Semester 1**

**Genetics**

**4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:**

a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.

b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.

c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.

e. Students know proteins can differ from one another in the number and sequence of amino acids.

f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5a. Students know the general structures and functions of DNA, RNA, and protein.

5b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.

IEk. Recognize the cumulative nature of scientific evidence.

**Unit 4, Semester 1**

**2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:**

a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

b. Students know only certain cells in a multicellular organism undergo meiosis.

c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

e. Students know why approximately half of an individual's DNA sequence comes from each parent.

f. Students know the role of chromosomes in determining an individual's sex.
g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:
a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
c.* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
d.* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.
<b>Unit 5, Semester 1</b>
<b>5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:</b>
c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
d.* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
e.* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.
<b>Unit 1, Semester 2</b>
<b>Ecology</b>
<b>6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:</b>
a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

- e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
  - f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
  - g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.
- IE.m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

## Unit 2, Semester 2

### Evolution

#### **8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:**

- a. Students know how natural selection determines the differential survival of groups of organisms.
- b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- c. Students know the effects of genetic drift on the diversity of organisms in a population.
- d. Students know reproductive or geographic isolation affects speciation.
- e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

#### **7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:**

- a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c. Students know new mutations are constantly being generated in a gene pool.

d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.

f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

IEI. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

### Unit 3, Semester 2

#### Physiology

**9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:**

a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.

c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.

e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.

h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $Ca^{+2}$ , and ATP.

i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

**10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:**

- a. Students know the role of the skin in providing nonspecific defenses against infection.
- b. Students know the role of antibodies in the body's response to infection.
- c. Students know how vaccination protects an individual from infectious diseases.
- d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

### **Earth Sciences, Grade 9**

**Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (\*). Unit 1, Semester 1 Earth's Place in the Universe:**

**1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:**

- a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
- b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
- c. Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.
- d. Students know the evidence indicating that the planets are much closer to Earth than the stars are.
- e. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
- f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
- g. \* Students know the evidence for the existence of planets orbiting other stars.

**Unit 2, Semester 1 Earth's Place in the Universe:**

**2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:**

a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.

b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.

c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.

d. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.

e. \* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.

f. \* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.

g. \* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.

**Unit 3, Semester 1**

**Dynamic Earth Processes:**

**Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:**

a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.

b. Students know the principal structures that form at the three different kinds of plate boundaries.

c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.

d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.

e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.

f. \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.

**Unit 4, Semester 1**

**Energy in the Earth System:**

**4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:**

a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.

b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.

c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.

d. \* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.

**Unit 5, Semester 1**

**Energy in the Earth System:**

**5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:**

a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.

b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.

c. Students know the origin and effects of temperature inversions.

d. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.

f. \* Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.

g. \* Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

**Unit 6, Semester 2**

**Energy in the Earth System:**

**6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:**

a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.

b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.

c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.

d. \* Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.

**Unit 7, Semester 2**

**Biogeochemical Cycles:**

**7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:**

a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.

b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.

c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.

d. \* Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

**Unit 8, Semester 2**

**Structure and Composition of the Atmosphere:**

**8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:**

a. Students know the thermal structure and chemical composition of the atmosphere.
b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
Unit 9, Semester 2 California Geology: 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:
a. Students know the resources of major economic importance in California and their relation to California's geology.
b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
c. Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.
d. * Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.
k. Recognize the cumulative nature of scientific evidence.
l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

## Advanced Placement (AP) Science

AP is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With more than 30 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college levels.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Courses Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the AP label.

AP Courses culminate in a suite of college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credits, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

### AP Physics, Grade 12

#### Unit 1, Semester 1

##### Newtonian Mechanics:

A. Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity, and acceleration)

1. Motion in one dimension
2. Motion in two dimensions, including projectile motion

B. Newton's laws of motion

- a) Static equilibrium (first law)
- b) Dynamics of a single particle (second law)
- c) Systems of two or more objects (third law)

C. Work, energy, power

1. Work and work-energy theorem
2. Forces and potential energy
3. Conservation of energy
4. Power

- D. Systems of particles, linear momentum
1. Center of mass
  2. Impulse and momentum
  3. Conservation of linear momentum, collisions

- E. Circular motion and rotation
1. Uniform circular motion
  2. Torque and rotational statics
  3. Rotational kinematics and dynamics
  4. Angular momentum and its conservation

- F. Oscillations and gravitation
1. Simple harmonic motion (dynamics and energy relationships)
  2. Mass on a spring
  3. Pendulum and other oscillations
  4. Newton's law of gravity
  5. Orbits of planets and satellites
    - a) Circular
    - b) General

**Unit 2, Semester 1**

**Fluid Mechanics and Thermal Physics:**

- A. Fluid Mechanics
1. Hydrostatic pressure
  2. Buoyancy
  3. Fluid flow continuity
  4. Bernoulli's equation

- B. Temperature and heat
1. Mechanical equivalent of heat
  2. Heat transfer and thermal expansion

- C. Kinetic theory and thermodynamics
1. Ideal gases
    - a) Kinetic model
    - b) Ideal gas law
  2. Laws of thermodynamics
    - a) First law (including processes on pV diagrams)
    - b) Second law (including heat engines)

**Unit 3, Semester 1**

**Electricity and Magnetism:**

- A. Electrostatics
1. Charge and Coulomb's law

<ul style="list-style-type: none"> <li>2. Electric field and electric potential (including point charges)</li> <li>3. Gauss's law</li> <li>4. Fields and potentials of other charge distributions</li> </ul>
<p>B. Conductors, capacitors, dielectrics</p> <ul style="list-style-type: none"> <li>1. Electrostatics with conductors</li> <li>2. Capacitors <ul style="list-style-type: none"> <li>a) Capacitance</li> <li>b) Parallel plate</li> <li>c) Spherical and cylindrical</li> </ul> </li> <li>3. Dielectrics</li> </ul>
<p>C. Electric Circuits</p> <ul style="list-style-type: none"> <li>1. Current, resistance, power</li> <li>2. Steady-state direct current circuits with batteries and resistors only</li> <li>3. Capacitors in circuits <ul style="list-style-type: none"> <li>a) Steady state</li> <li>b) Transients in RC circuits</li> </ul> </li> </ul>
<p>D. Magnetism Fields</p> <ul style="list-style-type: none"> <li>1. Forces on moving charges in magnetic fields</li> <li>2. Forces on current-carrying wires in magnetic field</li> <li>3. Fields of long current-carrying wires</li> <li>4. Biot-Savart law and Ampere's law</li> </ul>
<p>E. Electromagnetism</p> <ul style="list-style-type: none"> <li>1. Electromagnetic induction (including Faraday's law and Lenz's law)</li> <li>2. Inductance (including LR and LC circuits)</li> <li>3. Maxwell's equations</li> </ul>
<p><b>Unit 4, Semester 2</b> <b>Waves and Optics:</b></p>
<p>A. Wave motion (including sound)</p> <ul style="list-style-type: none"> <li>1. Traveling waves</li> <li>2. Wave propagation</li> <li>3. Standing waves</li> <li>4. Superposition</li> </ul>
<p>B. Physical optics</p> <ul style="list-style-type: none"> <li>1. Interference and diffraction</li> <li>2. Dispersion of light and the electromagnetic spectrum</li> </ul>
<p>C. Geometric optics</p>

<ul style="list-style-type: none"> <li>1. Reflection and refraction</li> <li>2. Mirrors</li> <li>3. Lenses</li> </ul>
<p><b>Unit 5, Semester 2</b>  <b>Atomic and Nuclear Physics:</b></p>
<p>A. Atomic physics and quantum effects</p> <ul style="list-style-type: none"> <li>1. Photons, the photoelectric effect, Compton scattering, x-rays</li> <li>2. Atomic energy levels</li> <li>3. Wave-particle duality</li> </ul>
<p>B. Nuclear physics</p> <ul style="list-style-type: none"> <li>1. Nuclear reactions (including conservation of mass number and charge)</li> <li>2. Mass-energy equivalence</li> </ul>
<ul style="list-style-type: none"> <li>2. Membranes</li> <li>3. Sub-cellular organization</li> <li>4. Cell cycle and its regulations</li> </ul>
<p>C. Cellular Energetics</p> <ul style="list-style-type: none"> <li>1. Coupled reactions</li> <li>2. Fermentation and cellular respiration</li> <li>3. Photosynthesis</li> </ul>
<p><b>Unit 2, Semester 1</b>  <b>Heredity and Evolution</b></p>
<p>A. Heredity</p> <ul style="list-style-type: none"> <li>1. Meiosis and gametogenesis</li> <li>2. Eukaryotic chromosomes</li> <li>3. Inheritance patterns</li> </ul>
<p>B. Molecular Genetics</p> <ul style="list-style-type: none"> <li>1. RNA and DNA structure and function</li> <li>2. Gene regulation</li> <li>3. Mutation</li> <li>4. Viral structure and replication</li> <li>5. Nucleic acid technology and applications</li> </ul>
<p>C. Evolutionary Biology</p> <ul style="list-style-type: none"> <li>1. Early evolution of life</li> <li>2. Evidence for evolution</li> <li>3. Mechanisms of evolution</li> </ul>

<b>Unit 3, Semester 2</b>
<b>Organisms and Populations</b>
<p>A. Diversity of Organisms</p> <ol style="list-style-type: none"> <li>1. Evolutionary patterns</li> <li>2. Survey of the diversity of life</li> <li>3. Phylogenetic classification</li> <li>4. Evolutionary relationships</li> </ol>
<p>B. Structure and Function of Plants and Animals</p> <ol style="list-style-type: none"> <li>1. Reproduction, growth, and development</li> <li>2. Structural, physiological, and behavioral adaptations</li> <li>3. Response to the environment</li> </ol>
<p>C. Ecology</p> <ol style="list-style-type: none"> <li>1. Population dynamics</li> <li>2. Communities and ecosystems</li> <li>3. Global issues</li> </ol>
<ol style="list-style-type: none"> <li>4. Electron energy levels: atomic spectra, quantum numbers, atomic orbitals</li> <li>5. Periodic relationships including, for example, atomic radii, ionization energies, electron affinities, oxidation states</li> </ol>
<p>B. Chemical bonding</p> <ol style="list-style-type: none"> <li>1. Binding forces <ol style="list-style-type: none"> <li>a) Types: ionic, covalent, metallic, hydrogen, bonding, van der Waals (including London dispersion forces)</li> <li>b) Relationships to states, structure, and properties of matter</li> </ol> </li> <li>2. Molecular models <ol style="list-style-type: none"> <li>a) Lewis structures</li> <li>b) Valence bond: hybridization of orbitals, resonance, sigma and pi bonds VSEPR</li> <li>c) Geometry of molecules and ions, structural isomerism of simple organic molecules and coordination complexes; dipole moments of molecules; relation of properties to structure</li> </ol> </li> </ol>
<p>C. Nuclear chemistry</p> <ol style="list-style-type: none"> <li>1. Nuclear equations</li> <li>2. Half-lives</li> <li>3. Radioactivity</li> <li>4. Chemical applications</li> </ol>
<b>Unit 2, Semester 1</b>
<b>States of Matter:</b>
<p>A. Gases</p> <ol style="list-style-type: none"> <li>1. Laws of ideal gases</li> </ol>

- a) Equation of state for an ideal gas
- b) Partial pressures
- 2. Kinetic molecular theory
  - a) Interpretation of ideal gas laws on the basis of this theory
  - b) Avogadro's hypothesis and the mole concept
  - c) Dependence of kinetic energy of molecules on temperature
  - d) Deviation from ideal gas laws

- B. Liquid and solids**
- 1. Liquids and solids from the kinetic-molecular viewpoint
  - 2. Phase diagrams of one-component systems
  - 3. Changes of state, including critical points and triple points
  - 4. Structure of solids; lattice energies

- C. Solutions**
- 1. Types of solutions and factors affecting solubility
  - 2. Methods of expressing concentration (use of normalities is not tested)
  - 3. Raoult's law and colligative properties (nonvolatile solutes); osmosis
  - 4. Nonideal behavior (qualitative aspects)

**Unit 3, Semester 2**

**Reactions:**

- A. Reaction types**
- 1. Acid-base reactions; concepts of Arrhenius, Bronsted-Lowry and Lewis; coordination complexes; amphoterism
  - 2. Precipitation reactions
  - 3. Oxidation-reduction reactions

- a) Oxidation number
- b) The role of the electron in oxidation-reduction
- c) Electrochemistry: electrolytic and galvanic cells; Faraday's laws; standard half-cell potentials; Nernst equation; prediction of the direction of redox reactions

- B. Stoichiometry**
- 1. Ionic and molecular species present in chemical systems: net ionic equations
  - 2. Balancing of equations, including those for redox reactions
  - 3. Mass and volume relations with emphasis on the mole concept, including empirical formulas and limiting reactants

- C. Equilibrium**
- 1. Concepts of dynamic equilibrium, physical and chemical; Le Chatelier's principle; equilibrium constants
  - 2. Quantitative treatment
    - a) Equilibrium constants for gaseous reactions:  $K_p$ ,  $K_c$

- b) Equilibrium constants for reactions in solution
- c) Constants for acids and bases; pK; pH
- d) Solubility product constants and their application to precipitation and the dissolution of slightly soluble compounds
- e) Communion effects; buffers; hydrolysis

#### D. Kinetics

1. Concept of rate of reaction
2. Use of experimental data and graphical analysis to determine reactant order, rate constants and reaction rate laws
3. Effects of temperature change on rates
4. Energy of activation; the role of catalysts
5. The relationship between the rate-determining step and a mechanism

#### E. Thermodynamics

1. State functions
2. First law: change in enthalpy; heat of formation; heat of reaction; Hess's law; heats of vaporization and fusion; calorimetry
3. Second law: entropy; free energy of formation; free energy of reaction; dependence of change in free energy on enthalpy and entropy changes
4. Relationship of change in free energy to equilibrium constants and electrode potentials

### ADVANCED PLACEMENT BIOLOGY AB

#### Unit 1 MOLECULES AND CELLS: The Chemistry of Life

3 Weeks

- a. Elements and Compounds
- b. Atomic Structure and Bonding
- c. The Properties of Water
- d. The Role of Carbon in Life
- e. The Structure and Function of Carbohydrates, Lipids, Proteins, and Nucleic Acids
- f. The Structure and Function of Enzymes

#### Unit 2 ORGANISMS AND POPULATIONS: Ecology

3 Weeks

- a. An Introduction to Ecology and the Biosphere
- b. Factors Affecting the Distribution of Organisms
- c. Aquatic and Terrestrial Biomes
- d. Population Characteristics and Growth
- e. Interspecific Interactions, Community Structure, and Disturbance
- f. Biodiversity of Communities
- g. Primary and Secondary Production in Ecosystems
- h. The Cycling of Chemical Elements in Ecosystems
- i. Human Impact on Ecosystems and the Biosphere

#### Unit 3 MOLECULES AND CELLS: Cells

3 ½ Weeks

- a. Prokaryotic and Eukaryotic Cells
- b. Subcellular Organization Membrane Structure
- c. Passive and Active Cellular Transport
- d. The Process and Regulation of the Cell Cycle
- e. The Process of Mitosis
- f. Tumor Formation and Cancer Development

Unit 4 MOLECULES AND CELLS: Cellular Energetics

4 ½ Weeks

- a. The Principles of Energy
- b. The Structure of ATP
- c. The Role of ATP in Anabolic and Catabolic Pathways
- d. The Light and Dark Reactions of Photosynthesis
- e. Photosynthetic Adaptations
- f. The Stages of Cellular Respiration: Glycolysis, Oxidation of Pyruvate, Krebs's Cycle, and Electron Transport Chain
- g. Fermentation
- h. Interactions between Photosynthesis and Cellular Respiration

Unit 5 HEREDITY & EVOLUTION: Meiosis and Mendelian Genetics

4 ½ Weeks

- a. Important Features of Meiosis in Sexual Reproduction
- b. Spermatogenesis vs. Oogenesis
- c. The Process of Meiosis
- d. Comparison between Mitosis and Meiosis
- e. Mendel's Experiments
- f. Simple and Complex Inheritance Patterns
- g. Chromosomal Theory of Inheritance
- h. Sex Chromosomes
- i. Errors and Exceptions in Chromosomal Inheritance

Unit 6 HEREDITY & EVOLUTION: Molecular Genetics

4 Weeks

- a. Experimental Evidence for DNA as the Genetic Material
- b. DNA Replication and Repair
- c. Similarities and Differences between RNA and DNA
- d. RNA Processing and Protein Synthesis
- e. The Genetics of Viruses
- f. The Genetics of Bacteria
- g. Eukaryotic versus Prokaryotic Genomes
- h. Eukaryotic Gene Control
- i. DNA Cloning
- j. Practical Applications of DNA Technology

Unit 7 HEREDITY & EVOLUTION: Evolutionary Biology

4 Weeks

- a. The Origin of Macromolecules and of Life
- b. The Historical Context of Evolutionary Theory
- c. Evidence for Evolution

- d. Population Genetics
- e. Causes of Microevolution
- f. Genetic Variation and Natural Selection
- g. Species
- h. Modes of Speciation
- i. From Speciation to Macroevolution
- j. The Fossil Record and Geological
- k. Time
- l. Phylogeny

Unit 8 ORGANISMS & POPULATIONS: Diversity of Organisms

2 Weeks

- a. The Major Lineages of Life
- b. A Survey of Prokaryotic Diversity
- c. The Origin and Early Diversification of Eukaryotes
- d. A Sample of Protistan Diversity
- e. Diversity of Fungi
- f. What is an Animal? [
- g. The Origins of Animal Diversity
- h. Survey of Invertebrates
- i. Origin and Survey of Vertebrates

Unit 9 ORGANISMS & POPULATIONS: Human Anatomy & Physiology

6 Weeks

- a. Animal Nutrition, Food Processing, and Evolutionary Adaptations of Vertebrate Digestive Systems
- b. Circulation and Gas Exchange in Animals
- c. Nonspecific and Specific Immune Responses
- d. Regulation of Body Temperature and Water Balance
- e. Overview of Nervous Systems and Nature of Nerve Signals
- f. Sensory Reception, Movement, and Locomotion
- g. Vertebrate Endocrine System
- h. Animal Reproduction and Development

Unit 10 ORGANISMS & POPULATIONS: Animal Behavior

1 Week

- a. Introduction to Behavior
- b. Learning
- c. Animal Cognition
- d. Social Behavior

Unit 11 ORGANISMS & POPULATIONS: Plant Diversity

2 Weeks

- a. Origin of Land and Vascular Plants from Nonvascular Plants
- b. Seed Plant Evolution
- c. Gymnosperms versus Angiosperms
- d. The Plant Body and Plant Growth
- e. Transpiration
- f. Plant Nutrition
- g. Plant Reproduction
- h. Plant Hormones

## Mathematics

### Algebra I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course will be aligned more towards Common Core standards once it is clearly stated what goes in for Algebra I.

#### Unit 1

This unit sets the stage for success in Algebra by providing time to review arithmetic (whole numbers, fractions, decimals, and percents) and proceeds on to cover foundational algebra skills necessary to solve equations. Subsequent to this review, students will proceed to solving equations in one variable (including equations with absolute value).

**2.0** Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

**4.0** Students simplify expressions before solving linear equations and inequalities in one variable.

**5.0** Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

#### Unit 2

The focus of this unit is graphing and deriving linear equations using a variety of techniques. The unit also addresses solving inequalities (including absolute value) in one variable.

**6.0** Students graph a linear equation and compute the x- and y- intercepts. (e.g., graph  $2x - 6y = 4$ ). They are also able to sketch the region defined by linear inequalities (e.g., they sketch the region defined by  $2x - 6y = 4$ ).

**7.0** Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

#### Unit 3

This unit includes two main foci. Linear relationships are concluded with solving systems of linear equations and inequalities. The students will then learn how to solve quadratic equations and how to interpret the graphs of quadratic functions.

**9.0** Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

**15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

**19.0** Students know the quadratic formula and are familiar with its proof by completing the square.

**20.0** Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

**21.0** Students graph quadratic functions and know that their roots are the x-intercepts.

**23.0** Students apply quadratic equations to physical problems, such as the motion of an object under the

force of gravity.

#### Unit 4

It is important that students learn how to perform polynomial arithmetic (including factoring) and apply factoring as a technique to solve simple quadratics prior to the CST. After the CST, students will learn the arithmetic of rational expressions and will solve rational equations in one variable

**10.0** Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

**12.0** Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

**13.0** Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

**14.0** Students solve a quadratic equation by factoring or completing the square.

#### Common Core

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

2. Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

a. Use the distributive property to express a sum of terms with a common factor as a multiple of a sum of terms with no common factor. For example, express  $xy^2 + x^2y$  as  $xy(y + x)$ . (Common Core Standard A-SSE-2a)

b. Use the properties of operations to express a product of a sum of terms as a sum of products.

For example, use the properties of operations to express  $(x + 5)(3 - x + c)$  as  $-x^2 + cx - 2x + 5c + 15$ . (Common Core Standard A-SSE-2b)

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15^t$  can be rewritten as  $(1.151/12)^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context.

6. Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

7. Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

#### Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable including ones with absolute value and use

- them to solve problems in and out of context, including equations arising from linear functions.
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
  3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
  4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

#### Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Solve equations and inequalities in one variable
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.

Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .
10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

## Algebra II

This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

### Unit 1

This introductory unit sets the stage for success in Algebra II by providing a connection with the Algebra I concepts of graphing equations, solving systems of equations and inequalities, and working with polynomials. These concepts are expanded to include work with absolute value problems, work with three variables, specialized factoring and Polynomial long division. Concrete applications of simultaneous linear equations and linear programming to problems in daily life should be brought out, though there is no need to emphasize linear programming at this stage. While it would be inadvisable to advocate the use of graphing calculators all the time, such calculators are helpful for graphing regions in connection with linear programming once students are past the initial stage of learning.

**1.0** Students solve equations and inequalities involving absolute value.

**2.0** Students solve systems of linear equations and inequalities (in two or three variables) by

substitution, with graphs, or with matrices.

**3.0** Students are adept at operations on polynomials, including long division.

**4.0** Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

### **Unit 2**

This unit begins with previously learned concepts; rational expressions and parabolas. However these concepts are expanded upon to include quadratic (and other polynomial) denominators in the case of rational expressions and complex numbers in the case of quadratic equations (i.e. parabolas). From the beginning of the study of complex numbers, it is important to stress the geometric aspect; for example, the addition of two complex numbers can be shown in terms of a parallelogram. And the key difference between real and complex numbers should be pointed out: The complex numbers cannot be linearly ordered in the same way as real numbers are (the real line).

**5.0** Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.

**6.0** Students add, subtract, multiply, and divide complex numbers.

**7.0** Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

**8.0** Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

**9.0** Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as  $a$ ,  $b$ , and  $c$  vary in the equation

$$y = a(x - b) + c.$$

**10.0** Students graph quadratic functions and determine the maxima, minima, and zeros of the function.

### **Unit 3**

The “big ideas” in this unit are exponential and logarithmic functions, combinations and permutations and probability and statistics. While the probability and statistics standards are not listed as Algebra II standards they comprise 8% of the questions on the Algebra II CST examination.

**11.0** Students prove simple laws of logarithms.

**12.0** Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

**18.0** Students use fundamental counting principles to compute combinations and permutations.

**19.0** Students use combinations and permutations to compute probabilities.

**20.0** Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.

### **Unit 4**

Standard 15.0 allows to review several topics; rational expressions, radical expressions and logarithmic and exponential functions through the lens of logical reasoning; i.e., is a given statement sometimes true, always true or never true. Other topics covered include; arithmetic and geometric series, conic sections, functional concepts and mathematical induction.

**15.0** Students determine whether a specific algebraic statement involving rational expressions, radical

expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.  
**23.0** Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series

## Geometry

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

### Unit 1

This introductory unit helps students develop geometric sense by working through the foundations of geometric reasoning and developing geometric ideas connected to the study of polygons, angles and parallel lines. Students are provided with opportunities to perform constructions relating to these topics such as constructing the line parallel to a given line through a point off the line. Students are given opportunities to use reasoning (inductive and deductive), write proofs and disprove statements using logical arguments.

**1.0** Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

**2.0** Students write geometric proofs, including proofs by contradiction.

**3.0** Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

**7.0** Students prove and use theorems involving the properties of parallel lines cut by a transversal.

**12.0** Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

### Unit 2

The unit begins with the concepts of triangle congruence and similarity. Students then progress to study the properties of quadrilaterals. The unit concludes with the study of the Pythagorean Theorem, specifically its proof. Relevant constructions can be included throughout the unit, such as constructing the circumcircle of a triangle, and students should be given every opportunity to develop logical reasoning skills and mathematical proofs as they apply to each new topic of study. For example, using proof by contradiction to prove conjectures based on the triangle inequality theorem and using coordinate geometry to prove conjectures about triangle congruence or quadrilaterals.

**4.0** Students prove basic theorems involving congruence and similarity.

**7.0** Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

**14.0** Students prove the Pythagorean theorem.

### Unit 3

Students study special right triangles and trigonometric ratios. They then progress to a study of area, volume and surface area and investigate how changes in dimension affect perimeter, area and volume. Relevant constructions can be included throughout the unit. Students should be given every opportunity to develop logical reasoning skills and mathematical proofs as they apply to each new topic of study.

**8.0** Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

**9.0** Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones,

and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

**10.0** Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

**18.0** Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them.

**19.0** Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

#### **Unit 4**

Students study the properties of circles and their relationships with lines and polygons. Students also study Transformations, i.e., Rigid motion in the coordinate plane. Relevant constructions can be included throughout the unit; for example, constructing the tangent to a circle from a point not on the circle, and students should be given every opportunity to develop logical reasoning skills and mathematical proofs as they apply to each new topic of study.

**7.0** Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

**21.0** Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

**22.0** Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

### **Math Analysis**

This course covers the significance of Pythagorean theorem, trigonometry and applications, polar coordinates and vectors, and finally conic sections.

#### **Unit 1**

##### **Basic Trigonometry, Sine and Cosine functions and Trig functions and their Applications.**

**1.0** Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.

**2.0** Students know the definition of sine and cosine as y- and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.

**4.0** Students graph functions of the form  $f(t) = A \sin (Bt + C)$  or  $f(t) = A \cos (Bt + C)$  and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.

**5.0** Students know the definitions of the tangent and cotangent functions and can graph them.

**6.0** Students know the definitions of the secant and cosecant functions and can graph them.

**7.0** Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line.

**8.0** Students know the definitions of the inverse trigonometric functions and can graph the functions.

**9.0** Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.

**Unit 2****Pythagorean Theorem, Trigonometric identities, Trigonometry of triangles**

**3.0** Students know the identity  $\cos^2(x) + \sin^2(x) = 1$ :

3.1 Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).

3.2 Students prove other trigonometric identities and simplify others by using the identity  $\cos^2(x) + \sin^2(x) = 1$ . For example, students use this identity to prove that  $\sec^2(x) = \tan^2(x) + 1$ .

**10.0** Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/or simplify other trigonometric identities.

**11.0** Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities.

**12.0** Students use trigonometry to determine unknown sides or angles in right triangles.

**13.0** Students know the law of sines and the law of cosines and apply those laws to solve problems.

**14.0** Students determine the area of a triangle, given one angle and the two adjacent sides.

**Unit 3****Polar Coordinates, Complex numbers, Vectors**

**15.0** Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.

**16.0** Students represent equations given in rectangular coordinates in terms of polar coordinates.

**17.0** Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.

**18.0** Students know DeMoivre's theorem and can give  $n$ th roots of a complex number given in polar form.

**19.0** Students are adept at using trigonometry in a variety of applications and word problems.

**1.0** Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.

**2.0** Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem.

**Unit 4****Conic Sections**

**5.0** Students are familiar with conic sections, both analytically and geometrically:

5.1 Students can take a quadratic equation in two variables; put it in standard form by completing the square and using rotations and translations, if necessary; determine what type of conic section the equation represents; and determine its geometric components (foci, asymptotes, and so forth).

5.2 Students can take a geometric description of a conic section - for example, the locus of points whose sum of its distances from (1, 0) and (-1, 0) is 6 - and derive a quadratic equation representing it.

6.0 Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.

7.0 Students demonstrate an understanding of functions and equations defined parametrically and can graph them.

8.0 Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

## **English**

Graduation requires four years of English instruction. Student Empowerment Academy will expect each student to take all four years of English including the California State University Expository Composition course. As need arises, additional English electives will be added.

English will follow the California adopted Common Core standards. In addition the English curriculum will follow the school focus on Science, Technology, Engineering, Arts, and Mathematics. Novels, readings and projects will as much as possible incorporate these concepts and writings to support student development. As much as possible, history and English will work together to align their curriculum to bridge additional multi-disciplinary connections.

The goal is to provide every student with the skills to be adequately prepared for communication in their future. Ideally every student will test Ready or Conditionally Ready for the California State University.

## **English 9**

### **Unit 1, Semester 1:**

#### **And You Are?: Identity Presentation**

Reading Literature 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Literature 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Literature 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Writing 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Unit 2, Semester 1**

#### **And We Live?: Building Purpose Project**

Reading Informational 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading Informational 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Reading Informational 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Writing 9-10.4 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 3, Semester 1</b>
<b>Our Limits Are?: The New Odyssey</b>
Language 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Language 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading Literature 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
Reading Literature 9-10.8 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 4, Semester 1</b>
<b>And What are the Limits of Humans?: Cloning and other moral quandaries</b>
Writing 9-10.2 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Reading Informational 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Reading Informational 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Reading Informational 9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Speaking and Listening 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking.
<b>Unit 1, Semester 2</b>
<b>Purpose: Are We Here for Each Other? Romeo and Juliet</b>
Writing 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Language 9-10. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Language 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Speaking and Listening 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Reading Literature 9-10.1 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 2, Semester 2</b>
<b>Purpose: Are We Here to Advance Technology? Science Fiction Lit Circles</b>
Writing 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Speaking and Listening 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Reading Informational Text 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Reading Literacy 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 3, Semester 2</b>
<b>Purpose: Are We Here for Advancing Our Culture? Arabic Cultural Fair</b>
Writing 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Writing 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Writing 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 4, Semester 2</b>
<b>Purpose: Are We Here to Have Fun? Game Design</b>
Writing 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Writing 9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Speaking and Listening 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
Speaking and Listening 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## English 10

<b>Unit 1, Semester 1:</b>
<b>What is Literature? School-Wide Literacy Night</b>
Reading Literature 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Language 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Unit 2, Semester 1</b>
<b>How Can We Evaluate Change? Technology Development Magazine</b>
Reading Literature 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Reading Literature 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Reading Literature 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Speaking and Listening 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 3, Semester 1</b>
<b>How Can We Find Solutions to Problems? Town Hall</b>
Reading Informational 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading Informational 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Reading Informational 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Speaking and Listening 9-10.1 Speaking and Listening 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 4, Semester 1</b>
<b>What is Your Power?: Community Service Project</b>
Reading Literature 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Reading Literature 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Reading Literature 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Writing 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Language 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Unit 1, Semester 2</b>
<b>How Do We Handle Cultures Clashing?: News Conference</b>
Reading Literature 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading Literature 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Reading Literature 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or

develop the theme.
Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 2, Semester 2</b>
<b>How Has My Culture Shapes My Personal Life?: “This South Centralian Life” Project</b>
Reading Literature 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Reading Literature 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Reading Literature 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
Writing 9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 3, Semester 2</b>
<b>Between Cultural and Geographical: Supreme Court Trials</b>
Reading Informational 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Reading Informational 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Reading Informational 9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Writing 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Unit 4, Semester 2</b>
<b>How Will We Build Our Perfect Society?: Utopia Project</b>
Speaking and Listening 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Speaking and Listening 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Speaking and Listening 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Speaking and Listening 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Speaking and Listening 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of

formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

## English 11

Whole Course: Reading 11-12.9

Writing 11-12.6

### Unit 1, Semester 1:

#### **Puritan and Indigenous Literature: StoryCorps Project**

Reading Informational Text 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Reading Informational Text 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Informational Text 11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Language 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Unit 2, Semester 1

#### **Rationalists and Slave Narratives: Fourth of July to Me Contest**

Reading Informational 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Informational 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Informational 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking and Listening 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Speaking and Listening 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### Unit 3, Semester 1

#### **Romantics and Gothics: Debate**

Reading Literature 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Literature 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Reading Literature 11-12.3 Analyze the impact of the author’s choices regarding how to develop and

relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Unit 4, Semester 1</b>
<b>Realism and Naturalism: Scientific Analysis</b>
Reading Literature 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Reading Literature 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Reading Literature 11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Speaking and Listening 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Writing 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Unit 1, Semester 2</b>
<b>Regionalism: Poetry Slam</b>
Writing 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Language 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Unit 2, Semester 2</b>
<b>Modernism:</b>
Reading Informational 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Reading Informational 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Reading Informational 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Language 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Speaking Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>Unit 3, Semester 2</b> <b>Post Modernism:</b>
Reading Informational 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Reading Informational 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Reading Informational 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>Unit 4, Semester 2</b> <b>Drama: The Crucible Post-Trial Trial</b>
Writing 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Writing 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<b>Unit 5, Semester 2</b> <b>The American Novel: What Have You Learned?</b>
Writing 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Writing 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and

research
Speaking and Listening 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Speaking and Listening 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Speaking and Listening 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## English 12: Expo Comp

Whole Course:

Writing 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

Writing.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Unit 1, Semester 1:

#### Fast Food Nation

Reading Informational Text 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Informational Text 11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Reading Informational Text 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing 11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Unit 2, Semester 1

#### The Value of a Life

Reading Informational 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Reading Informational 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Informational 11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness

or beauty of the text.
Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Writing 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Unit 3, Semester 1</b> <b>Language, Gender, and Culture</b>
Reading Informational 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Reading Informational 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Reading Informational 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Language 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Unit 4, Semester 1</b> <b>Rhetoric of the Op-Ed Page</b>
Language 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Language 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language 11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Speaking and Listening 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Writing 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## English 12: Engineering Ethics

<b>Unit 1, Semester 1: The Philosophers</b>
Writing 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Speaking and Listening 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Language 11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Unit 2, Semester 1 The Police State</b>
Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking and Listening 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Speaking and Listening 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Speaking and Listening 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
Language 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language 11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Unit 3, Semester 1 The Feel Good State</b>
Writing 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Speaking and Listening 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Speaking and Listening 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Speaking and Listening 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Language 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Language 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
<b>Unit 4, Semester 1</b> <b>Today's Technology</b>
Writing 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Speaking and Listening 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Speaking and Listening 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Speaking and Listening 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## **Social Studies**

Three years of Social Studies are required for high school students: World History, US History, and Government/Economics (Political Studies). The sequence will begin in the tenth grade and continue through the senior year.

In addition to studying the basic historical events and the ways in which these events interconnect, students will also be studying the history of various STEAM developments and the way that those developments have shaped the society we live in today. Literacy development will also be a key element of the social studies curriculum in moving towards eventual inclusion of the Common Core standards for Literacy in History.

## **World History**

**Whole Course:** 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

### **Unit 1: Foundations of Modern Western Thought / The Enlightenment**

**10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s *Republic* and Aristotle’s *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

### **Unit 2: French Revolution**

#### **10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

### **Unit 3: Revolutions in Latin America**

#### **10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

### **Unit 4: Industrial Revolution / Imperialism**

#### **10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of

leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

**10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

**Unit 5 World War I**

**10.5 Students analyze the causes and course of the First World War.**

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.

**10.6 Students analyze the effects of the First World War.**

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’s rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

**Unit 6: Russian Revolution**

**10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and

Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

**Unit 7: Rise of Totalitarian Dictators / Inter-war Years**

**10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

**Unit 8: World War II**

**10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

**Unit 9: Cold War, post-World War II world, and CST review**

**10.9 Students analyze the international developments in the post-World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

## U.S. History

### Unit 1: Foundations of America

**11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

### Unit 2: Religion in the US

**11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel

Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

### **Unit 3: Industrialization in the US**

#### **11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

### **Unit 4: Imperialism**

#### **11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

### **Unit 5 1920s and the Civil Rights Movement**

#### **11.5 Students analyze the major political, social, economic, technological, and**

**cultural developments of the 1920s.**

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

**11.10 Students analyze the development of federal civil rights and voting rights.**

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

**Unit 6: FDR and the New Deal****11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted

attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

### **11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

## **Unit 7: World War II**

### **11.7 Students analyze America's participation in World War II.**

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the

internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

### **11.8 Students analyze the economic boom and social transformation of post-World War II America.**

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

3. Examine Truman's labor policy and congressional reaction to it.

4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

## **Unit 8: The Cold War and Civil Rights**

### **11.9 Students analyze U.S. foreign policy since World War II.**

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine

- The Berlin Blockade
  - The Korean War
  - The Bay of Pigs invasion and the Cuban Missile Crisis
  - Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
  - The Vietnam War
  - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
  5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
  6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
  7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

**11.10 Students analyze the development of federal civil rights and voting rights.**

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

**Unit 9: 1950s**

**11.8 Students analyze the economic boom and social transformation of post-World War II America.**

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman’s labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

**Unit 10: The World Today & CST review**

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

**Political Science and Economies  
(Economics and Government)  
Semester 1 (Gov)**

**Unit 1: Introduction to the Foundations**

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.2 Students evaluate and take and defend positions on the scope and limits of rights

and obligations as democratic citizens, the relationships among them, and how they are secured.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
<b>Unit 2: Public Opinion, Campaigns and Voting</b>
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
<b>Unit 3: Linkage Institutions</b>
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
<b>Unit 4: Congress</b>
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
<b>Unit 5 Executive Powers</b>
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are

secured.
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.
<b>Unit 6: Judiciary</b>
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
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<b>Unit 7: Public Policy</b>

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
<b>Unit 8: Foreign and Defense Policy</b>
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

**Semester 2 (Econ)**

<b>Unit 1: Introduction to the Foundations</b>
<b>12.1 Students understand common economic terms and concepts and economic reasoning.</b>
<ol style="list-style-type: none"> <li>1. Examine the causal relationship between scarcity and the need for choices.</li> <li>2. Explain opportunity cost and marginal benefit and marginal cost.</li> <li>3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.</li> <li>4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.</li> <li>5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).</li> </ol>
<b>Unit 2: Government and the Economy</b>
<b>12.3 Students analyze the influence of the federal government on the American economy.</b>
<ol style="list-style-type: none"> <li>1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.</li> <li>2. Identify the factors that may cause the costs of government actions to outweigh the benefits.</li> </ol>

3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

**Unit 3: Economic Behavior**

**12.5 Students analyze the aggregate economic behavior of the U.S. economy.**

1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

**Unit 4: America and the World**

**12.2 Students analyze the elements of America’s market economy in a global setting.**

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.

**Unit 5 The World and America**

**12.4 Students analyze the elements of the U.S. labor market in a global setting.**

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

**Unit 6: The Chain of Events**

**12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’s borders.**

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the

main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

## **Physical Education**

Physical education will be standards-based and its focus will be on the content knowledge and skills in the *Physical Education Model Content Standards for California Public Schools*.

The *Physical Education Model Content Standards for California Public Schools* affirms the standing of physical education as an academic content area. The standards highlight the fact that *participation* in physical activity is not the same as learning the content in physical education. Every grade- and course-level standard should be taught and assessed for student learning. With adequate instruction and sustained effort, every student should be able to achieve the standards; however, some students with special needs may require appropriate accommodations, adaptations, or modifications to meet the standards. Decisions about how students achieve mastery of the model content standards are best left to teachers, schools, and local educational agencies.

## **Goals**

The *Physical Education Model Content Standards for California Public Schools* and the *Physical Education Framework for California Public Schools* sets forth goals for the three primary participants in the learning process: administrators, teachers, and students. The attainment of these goals will help to ensure that the vision for physical education at the beginning of this chapter becomes a reality.

## **Administrators**

Administrators provide leadership to support high quality, standards-based physical education instruction. To achieve this goal, administrators:

1. Hire credentialed teachers and provide them with continuing professional development.
2. Ensure that the minimum required minutes for physical education are met for every student.
3. Provide safe well-maintained facilities.
4. Provide sufficient equipment and supplies so that students experience a □ high degree of time on task.
5. Set high expectations for physical education instruction and student □ learning.
6. Take a leadership role in ongoing physical education program evaluation.
7. Provide ongoing professional development for physical education teachers.

8. Ensure that state and federal codes and regulations are enforced.

### **Teachers**

Teachers deliver high-quality, standards-based physical education instruction to every student. To achieve this goal, teachers:

1. Participate in ongoing professional development opportunities.
2. Provide instruction that is aligned to the physical education model content standards.
3. Provide a physically and psychologically safe learning environment.
4. Frequently assess student progress toward the achievement of the physical education model content standards and adjust instruction accordingly.
5. Provide students with challenging learning experiences that will help to maximize their individual achievement and with opportunities for students to meet or exceed the standards.
6. Provide alternative instructional strategies that address the specific needs of every student in California's diverse student population.
7. Identify the most successful and efficient approaches for each class so that learning is maximized.
8. Select appropriate instructional materials that are aligned with the physical education model content standards.

### **Students**

The ultimate goal of high-quality, standards-based physical education instruction is to prepare every student for a lifetime of physical activity, health, and well-being. To achieve this goal, students:

1. Develop competency in movement and motor skills.
2. Develop competency in combining movement and motor skills.
3. Understand how movement and motor skills should be performed based on biomechanics principles.
4. Understand how to improve their movement and motor skills.
5. Understand game tactics and demonstrate their use in game settings.
6. Understand developmentally appropriate movement and motor skills.
7. Develop a healthy level of flexibility, muscular strength and endurance, body composition, and cardiorespiratory endurance.
8. Participate regularly in physical activity.
9. Understand the benefits of regular physical activity.
10. Understand how to create a personal fitness plan.
11. Demonstrate appropriate social skills in a physical activity setting.
12. Demonstrate appropriate skills in personal responsibility in a physical activity setting.

<b>Unit 1, Semester 1, August-September</b>
<b>FitnessGram Pretesting</b>
<b>Students achieve a level of physical fitness for health and performance while demonstrating</b>

<b>knowledge of fitness concepts, principles, and strategies.</b>
a. Participate in moderate to vigorous physical activity at least four days each week.
b. Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
c. Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
d. Use physical fitness test results to set and adjust goals to improve fitness.
<b>Unit 2, Semester 1, October</b> <b>Volleyball</b> <b>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities</b>
a. Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
b. Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
c. Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
d. Act independently of negative peer pressure during physical activity.
e. Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
<b>Unit 3, Semester 1, November</b> <b>Weight-Lifting</b> <b>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</b>
a. Use physical fitness test results to set and adjust goals to improve fitness.
b. Develop and implement a one-month personal physical fitness plan.
c. Analyze consumer physical fitness products and programs.
<b>Unit 4, Semester 1, December</b> <b>Team Handball</b> <b>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</b>
a. Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
b. Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/ dance, and individual and dual activities.
c. Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
<b>Unit 5, Semester 2, January</b> <b>Soccer</b> <b>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</b>
a. Participate in moderate to vigorous physical activity at least three days each week.
b. Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
c. Explain the inherent risks associated with physical activity in extreme □ environments.
<b>Unit 6, Semester 2, February</b> <b>Badminton</b> <b>Students demonstrate knowledge of and competency in motor skills, movement patterns, and</b>

<b>strategies needed to perform a variety of physical activities.</b>
a. Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
b. Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
c. Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, and individual activities, and dual activities.
d. Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/ dance, and individual and dual activities.
e. Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
<b>Unit 7, Semester 2, March</b> <b>FitnessGram Fitness Testing</b> <b>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</b>
a. Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
b. Use physical fitness test results to set and adjust goals to improve fitness.
c. Identify and list available fitness resources in the community.
<b>Unit 8, Semester 2, April</b> <b>Frisbee Games</b> <b>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</b>
a. Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
b. Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
c. Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
<b>Unit 9, Semester 2, May</b> <b>Tennis</b> <b>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</b>
a. Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
b. Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
c. Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
d. Develop personal goals to improve one's performance in physical activities.
e. Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

## Engineering 1: Design and Development

**Concepts:**

1. The engineering design process is both a guide and a series of waypoints for effective problem solving and self-evaluation as an engineer moves through the process.
2. Individuals and other entities put extraordinary effort into protecting their intellectual property so they can control who has access to and use of their work, and maintain rights to profit from their ideas.
3. Procuring a patent from a government provides intellectual property protection and indicates that the idea is considered useful, novel, and nonobvious.
4. Assessing a product's lifecycle creates an opportunity for identifying potential improvements in the process and provides a method for evaluating the product's degree of success.
5. The Engineering Design Process Portfolio Rubric (EDPPSR) is a tool that that can be used to assess and/or improve the design process and outcome of a design project.
6. Many design processes guide professionals in developing solutions to problems.
7. Successful problem solving often incorporates known scientific and mathematical principles at the design and testing phases.
8. In order to solve difficult design problems, a team works together, utilizing each individual's strengths to improve the design process and the final solution.
9. Project planning and management ensure that any project is completed in a way that meets all constraints and is satisfactory to all stakeholders.
10. A designer uses an engineering notebook to chronologically document all aspects of a design project as they move through the design process.
11. A designer/problem solver builds a portfolio to document their work to provide a means through which others may review and assess the outcome.

**Component 1: Research  
Problem Presentation and Solution Requirements**

**Concepts:**

1. An accurately written problem statement identifies a need and guides the design process that will be used in engineering design problems.
2. An accurately written problem statement aids in determining whether the result of the engineering design and development process has solved the identified problem.
3. Experts are professionals that have specific knowledge in an area of interest and can guide the research needed for accurate justification and solutions to design problems.
4. Market research aids business and industry in making better decisions about the development and marketing of new products.
5. Effective market research focuses on potential users and buyers to gauge whether a problem is worth the investment required for it to be solved.
6. Most innovations and inventions require time and capital that are not available to individuals, so it is necessary to communicate the need and available market to an entity that can provide the necessary resources.
7. Engineers utilize math and science principles, concepts, and laws to solve problems.

## **Component 2: Generating and Defending an Original Solution**

### **Concepts:**

1. Specifications for a design solution provide clear parameters for a successful design solution.
2. Engineers use a decision matrix to compare preliminary design solutions by assessing each alternate design based on the design requirements specified.
3. A design should be continually checked and critiqued by experts and stakeholders in order to guide the design process and ensure a successful solution.
4. The use of optimization improves the final design solution by aligning the solution with the specifications imposed.
5. Multiple factors affect the commercial success of a consumer product.
6. Drawings and sketches are used to organize, record, and communicate ideas.
7. Engineers use working drawings to show all of the information needed to make a part, subassembly, or a complete design solution.
8. Engineers use a peer review process to review and evaluate design solutions to provide feedback and implement necessary revisions.
9. Engineers and designers have ethical responsibilities to clients, peers, their profession, and the general public.
10. Product development will result in consequences, both good and bad, that must be considered when deciding whether or not to develop a product.
11. A business plan formalizes the goals of a company and provides a plan for reaching those goals that can be used to both guide the company's policies and strategies and to solicit outside support and financing.

## **Component 3: Creating and Testing a Prototype**

### **Concepts:**

1. Material and equipment requirements are defined by creating a materials and cost analysis during the prototyping phase of a project.
2. Virtual solutions for designs allow engineers to plan, test, and prepare for building a prototype.
3. Designers must consider characteristics such as strength and weight of materials and fastening procedures to be sure that the final design meets design specifications.
4. Prototypes can generally be broken down into subsystems in order to isolate problems and conduct incremental testing.
5. Engineers write step-by-step instructions for the prototype assembly to guide the fabrication of the design solution.
6. Prototyping provides the engineer with a scaled working model of the design solution.
7. The construction of a physical model can enhance the quality, efficiency, and productivity of the final product.

8. In order to gather useful data, specific criteria for success or failure of a test must be determined before testing commences.
9. Prototype testing is a controlled procedure that is used to evaluate a specific aspect of a design solution.
10. A detailed description of the testing procedure helps to ensure that the results of the testing of the design solution are valid.
11. Data can be classified as either quantitative because it can be measured or qualitative because it describes a quality or categorization.

#### **Component 4: Project and Process Evaluation, Reflection, and Recommendations**

##### **Concepts:**

1. The results of prototype testing are used to refine the design and to improve the design solution.
2. Design reviews are used at crucial stages of the design process to gather input and perspective in order to determine how to proceed with a design.

#### **Component 5: Final Project Presentation and Documentation**

##### **Concepts:**

1. The use of presentation software allows designers to present visual aids and project information in a professional manner.
2. The media format used for a presentation is chosen in order to effectively communicate the design solution process to a target audience.
3. Presentations and displays of work provide the means to effectively promote and justify the implementation of a project.
4. A well-done presentation can enhance the perception of the quality of work completed for a team project.

## **Engineering 2: Principles of Engineering**

### **Unit 1: Energy and Power**

#### **Lesson 1.1 Mechanisms**

1. Engineers and engineering technologists apply math, science, and discipline-specific skills to solve problems.
2. Engineering and engineering technology careers offer creative job opportunities for individuals with a wide variety of backgrounds and goals.
3. Technical communication can be accomplished in oral, written, and visual forms and must be organized in a clear and concise manner.
4. Most mechanisms are composed of gears, sprockets, pulley systems, and simple machines.
5. Mechanisms are used to redirect energy within a system by manipulating force, speed, and distance.
6. Mechanical advantage ratios mathematically evaluate input work versus output work of mechanisms.

#### **Lesson 1.2 Energy Sources**

1. Energy source classifications include nonrenewable, renewable, and inexhaustible.

2. Energy source processes include harnessing, storing, transporting, and converting.
3. Energy often needs to be converted from one form to another to meet the needs of a given system.
4. An understanding of work, energy, and power is required to determine system efficiency.
5. An understanding of the basics of electricity requires the understanding of three fundamental concepts of voltage, current, and resistance.
6. The atomic structure of a material determines whether it is a conductor, an insulator, or a semiconductor.

### **Lesson 1.3 Energy Applications**

1. Energy management is focused on efficient and accessible energy use.
2. System energy requirements must be understood in order to select the proper energy source.
3. Energy systems can include multiple energy sources that can be combined to convert energy into useful forms.
4. Hydrogen fuel cells create electricity and heat through an electrochemical process that converts hydrogen and oxygen into water.
5. Solar cells convert light energy into electricity by using photons to create electron flow.
6. Thermodynamics is the study of the effects of work, thermo energy, and energy on a system.
7. Thermo energy can transfer via convection, conduction, or radiation.
8. Material conductivity, resistance, and energy transfer can be calculated.

### **Lesson 1.4 Design Problem – Energy and Power**

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and to establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

## **Unit 2: Materials and Structures**

### **Lesson 2.1 Statics**

1. Laws of motion describe the interaction of forces acting on a body.
2. Structural member properties including centroid location, moment of inertia, and modulus of elasticity are important considerations for structure design.
3. Static equilibrium occurs when the sum of all forces acting on a body are equal to zero.
4. Applied forces are vector quantities with a defined magnitude, direction, and sense, and can be broken into vector components.
5. Forces acting at a distance from an axis or point attempt or cause an object to rotate.
6. In a statically determinate truss, translational and rotational equilibrium equations can be used to calculate external and internal forces.

7. Free body diagrams are used to illustrate and calculate forces acting upon a given body.

### **Lesson 2.2 Material Properties**

1. Materials are the substances with which all objects are made.
2. Materials are composed of elements and are categorized by physical and chemical properties.
3. Materials consist of pure elements. Compounds and mixtures are typically classified as metallic, ceramic, organic, polymeric, and composite.
4. Material properties including recyclability and cost are important considerations for engineers when choosing appropriate materials for a design.
5. Material selection is based upon mechanical, thermal, electromagnetic, and chemical properties.
6. Raw materials undergo various manufacturing processes in the production of consumer goods.

### **Lesson 2.3 Material Testing**

1. Engineers utilize a design process and mathematical formulas to solve and document design problems.
2. Material testing aids in determining a product's reliability, safety, and predictability in function.
3. Engineers perform destructive and non-destructive tests on material specimens for the purpose of identifying and verifying the properties of various materials.

4. Material testing provides a reproducible evaluation of material properties.
5. Tensile testing data is used to create a test sample stress strain curve.
6. Stress strain data points are used to identify and calculate sample material properties including elastic range, proportional limit, modulus of elasticity, elastic limit, resilience, yield point, plastic deformation, ultimate strength, failure, and ductility.

#### **Lesson 2.4 Design Problem – Materials and Structures**

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

### **Unit 3: Control System**

#### **Lesson 3.1 Machine Control**

1. Flowcharts provide a step by step schematic representation of an algorithm or process.
2. Control systems are designed to provide consistent process control and reliability.
3. Control system protocols are an established set of commands or functions typically created in a computer programming language.
4. Closed loop systems use digital and analog sensor feedback to make operational and process decisions.
5. Open loop systems use programming constants such as time to make operational and process decisions.

#### **Lesson 3.2 Fluid Power**

1. Fluid power systems are categorized as either pneumatic, which utilizes gas, or hydraulic, which utilizes liquid.
2. Fluid power is possible because in a system of confined fluid, pressure acts equally in all directions.
3. The most basic components of all fluid power systems include a reservoir or receiver, a pump or compressor, a valve, and a cylinder.
4. Fluid power systems are designed to transmit force over great distances, multiply an input force, and increase the distance that an output will move.
5. Laws about the behavior of fluid systems and standard conventions for calculating values within fluid systems aid in the design and understanding of such systems.

6. Standard schematic symbols and conventions are used to communicate fluid power designs.

### **Lesson 3.3 Design Problem – Control Systems**

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and to establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

## **Unit 4: Statistics and Kinematics**

### **Lesson 4.1 Statistics**

1. Engineers use statistics to make informed decisions based upon established principles.
2. Visual representations of data analyses allow for easy distribution and understanding of data.
3. Statistics is based upon both theoretical and experimental data analysis.

### **Lesson 4.2 Kinematics**

1. When working with bodies in motion, engineers must be able to differentiate and calculate distance, displacement, speed, velocity, and acceleration.
2. When air resistance is not taken into account, released objects will experience acceleration due to gravity, also known as freefall.
3. Projectile motion can be predicted and controlled using kinematics equations.
4. When a projectile is launched, velocity in the x direction remains constant; whereas, with time, the velocity in the Y direction in magnitude and direction changes due to gravity.

## **Leadership**

Leadership within a school can help train the next generation of leaders. Within Student Empowerment Academy, student Leadership will also have a role within the governance structure of the school. Because of its governance role, the class will be made up of two students from each Advisory class and four elected officers. This group of students will represent a cross section of students from all four grades.

Responsibilities include designing events for the student body, raising awareness about important issues, and leading tours for visitors. The standards for the course will be drawn from the California Technical Education standards for Public Services Industry

### **Unit 1, Semester 1: Arranging a Vision**

Legal and Government Pathways B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

Legal and Government Pathways B5.0 Students understand how to maximize the potential of an

organization to meet its vision, goals, and mission:
Legal and Government Pathways B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:
<b>Unit 2, Semester 1: Implementing a Vision</b>
Legal and Government Pathways B7.0 Students understand the use of analysis, planning, and fiscal services to prioritize and fund activities:
Legal and Government Pathways B8.0 Students understand the application of laws and policies to protect or disclose information, as appropriate:
Human Services Pathway A7.0 Students understand the basic elements of administration of a human services agency, including recordkeeping and fundraising:
<b>Unit 1, Semester 2: Persuading a School</b>
Legal and Government Pathways B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:
Legal and Government Pathways B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:
Legal and Government Pathways B3.0 Students understand how to formulate plans and policies to meet social, economic, and physical needs:
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<b>Unit 2 Semester 2: Evaluating the Mission</b>
Human Services Pathway A4.0 Students understand various common cultures and the importance of providing culturally competent human services:
Human Services Pathway A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

## Yearbook

As a part of the 7<sup>th</sup> period elective, Student Empowerment Academy offers a yearbook class. Yearbook is a course in which students have the unique opportunity to become leaders and decision-makers in the creation of their Yearbook. This course is designed to provide students the opportunity to design, construct, and publish a high quality book. Students practice the fundamentals of journalistic writing, photojournalism, and graphic design. The class will be based on the California standards for Technical Education.

The goal is to provide every student with the skills to produce and finance a publication.

## Unit 1, Semester 1: Gathering

Artistic Perception 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
Artistic Perception 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
Writing Applications 2.4 Write historical investigation reports
Arts Pathway 2.5 Know the writing processes, formats, and conventions used for various media.
Arts Pathway 2.6 Understand technical support related to various media and design arts.
<b>Unit 2, Semester 1 Designing</b>
Creative Expression 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
Creative Expression 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
Historical Context 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
Writing Strategies and Applications 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
<b>Unit 1, Semester 2 Production</b>
Aesthetic Valuing 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
Aesthetic Valuing 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
Aesthetic Valuing 4.5 Employ the conventions of art criticism in writing and speaking about works of art.
Writing Strategies and Application 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
Writing Strategies and Application 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
<b>Unit 2 Semester 2 Sales</b>
Connections and Relationships 5.1 Speculate on how advances in technology might change the definition and function of the visual arts.
Production and Managerial Pathway C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
Production and Managerial Pathway C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
Production and Managerial Pathway C 3.2 Understand basic marketing principles and the use of promotional materials such as standard public service announcements, commercials/advertisements, press kits, and advertising tags
Production and Managerial Pathway C 3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

## Journalism

As a part of the 7<sup>th</sup> period elective, Student Empowerment Academy will offer journalism. Journalism teaches writing, layout, and business skills as well as working collaboratively, creatively and consistently with your peers. The nature of the course allows for leadership development and individual goal setting, and while the work commitment is significant, student interests largely direct it. This class will be run based on the California State English standards. The class is a full year class

The paper will be published regularly. Students will be writing articles, editing their work and helping run a business on campus. They will learn to collaborate with your peers to enhance your writing, speaking, interviewing, and computer skills. The teacher will function as Advisor only, and much of the work will be directed by students. In addition, the paper will explore alternative ways to produce the paper in an increasingly digital world.

The goal is to provide every student with the skills to produce and finance a publication.

<b>Unit 1, Semester 1: Asking the Right Questions</b>	
Writing Strategies 1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Writing Conventions 1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
Writing Applications 2.4	Write historical investigation reports
Writing Strategies 1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i> ).
Writing Strategies 1.8	Design and publish documents by using advanced publishing software and graphic programs
<b>Unit 2, Semester 1 Getting the Right Answer</b>	
Writing strategies 1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
Writing Strategies 1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
Writing Strategies 1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
Writing Strategies and Applications 1.1	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
<b>Unit 1, Semester 2 Creating Voice</b>	
Writing Strategies 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
Writing Strategies 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context..
Writing Applications 2.1	Write biographical or autobiographical narratives or short stories:
Writing Strategies and Application 1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables,

pictures); and the issuance of a call for action.
<b>Unit 2 Semester 2 Evaluating Media</b>
Written and Oral Conventions 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.
Writing Applications 2.3 Write expository compositions, including analytical essays and research reports:
Production and Managerial Pathway C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
Production and Managerial Pathway C 3.2 Understand basic marketing principles and the use of promotional materials such as standard public service announcements, commercials/advertisements, press kits, and advertising tags
Production and Managerial Pathway C 3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

### **Creative Writing**

Senior year, students who are interested in additional practice honing their skills in writing can sign up for the semester elective for creative writing. This course will be designed to explore the artistic side of writing particularly since the senior year curriculum is designed to focus on expository readings and writings.

The class will be set up in a writer’s workshop style format with students exploring different forms of writing. Because of the format, a student will be able to sign up for the creative writing class for a full year receiving additional practice in the various formats of writing. The class will follow the Common Core standards for writing. While there may be short examples of writing the students will read, the students will mostly use a textbook to explore how to foster creativity.

The goal is to prepare every student with an outlet for creative expression through writing as well as prepare them to potentially publish their work in journals.

<b>Unit 1: The Short Story</b>
CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>Unit 2: The Poem</b>

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>Unit 3: The Play</b>
CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>Unit 4: Other Media (Graphic Novel, Song, Radio Show)</b>
CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Choir

As a part of the 7<sup>th</sup> period elective, Student Empowerment Academy offers a choir class. This class focuses both on learning the mechanics of singing and music as well as encouraging students to feel more comfortable performing in front of a group. The course will last for one semester with students having the option to continue for the whole year. Those who stay will be working on perfecting their skills.

The choir class will be aligned with the California state Visual and Performing Arts standards for music. Besides music notation, the class will also have several performances including at school events such as the talent show and graduation as well as performing for local elementary schools or nursing homes.

The goal is to provide every student with the skills to be adequately prepared for joining a choir at the collegiate level and feel comfortable singing in front of the group.

## Choir

<b>Unit 1: Basic Music</b>
Artistic Perception 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
Creative Expression 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).
Creative Expression 2.2 Sing music written in three or four parts with and without accompaniment.
Aesthetic Valuing 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
Connections Relationships and Applications 5.3 Research musical careers in radio, television, and advertising.
<b>Unit 2: Singing Alone and in Groups</b>
Artistic Perception 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).
Artistic Perception 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
Creative Expression 2.3 Sing in small ensembles, with one performer for each part.
Creative Expression 2.9 Improvise harmonizing parts, using an appropriate style.
Aesthetic Valuing 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
<b>Unit 3: Music and Culture</b>
Artistic Perception 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.
Historical and Cultural Context 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them
Historical and Cultural Context 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
Aesthetic Valuing 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
Aesthetic Valuing 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

## Geography

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader

understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

## **Semester 1**

### **Focus Area 1: Physical Geography**

Focus: The geographical processes that form and transform the physical world.

E5.1 identifies, gathers and evaluates geographical information

E5.2 analyses, organizes and synthesizes geographical information

E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

E5.4 selects and applies appropriate geographical tools

E5.5 explains the geographical processes that form and transform environments

E5.6 analyses the importance of the world's environments and issues associated with them

E5.10 explains patterns, processes and issues associated with human activity at a range of scales.

### **Focus Area 2: Oceanography**

Focus: The features and importance of the world's oceans and issues associated with them.

E5.1 identifies, gathers and evaluates geographical information

E5.2 analyses, organizes and synthesizes geographical information

E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

E5.4 selects and applies appropriate geographical tools

E5.5 explains the geographical processes that form and transform environments

E5.6 analyses the importance of the world's environments and issues associated with them

E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales

E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship

E5.10 explains patterns, processes and issues associated with human activity at a range of scales

E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

### **Focus Area 3: Geography of Primary Production**

Focus: The patterns, functions and issues associated with primary production.

E5.1 identifies, gathers and evaluates geographical information

E5.2 analyses, organizes and synthesizes geographical information

E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

E5.4 selects and applies appropriate geographical tools

E5.5 explains the geographical processes that form and transform environments

E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales

E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions

E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship

E5.10 explains patterns, processes and issues associated with human activity at a range of scales

E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

#### **Focus Area 4: Development Geography**

Focus: The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.

E5.1 identifies, gathers and evaluates geographical information

E5.2 analyses, organizes and synthesizes geographical information

E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

E5.4 selects and applies appropriate geographical tools

E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales

E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions

E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship

E5.10 explains patterns, processes and issues associated with human activity at a range of scales

E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

#### **Semester 2**

##### **Focus Area 5: United States of America's Neighbors**

Focus: The environments of the United States neighbors and specific geographical issues within the North American Region.

E5.1 identifies, gathers and evaluates geographical information

E5.2 analyses, organizes and synthesizes geographical information

E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

E5.4 selects and applies appropriate geographical tools

E5.5 explains the geographical processes that form and transform environments

E5.6 analyses the importance of the world's environments and issues associated with them

E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions

E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship

E5.10 explains patterns, processes and issues associated with human activity at a range of scales

E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

##### **Focus Area 6: Political Geography**

Focus: The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.

- E5.1 identifies, gathers and evaluates geographical information
- E5.2 analyses, organizes and synthesizes geographical information
- E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E5.4 selects and applies appropriate geographical tools
- E5.6 analyses the importance of the world's environments and issues associated with them
- E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
- E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
- E5.11 describes physical, social, cultural, economic and political issues at a range of scales.

**Focus Area 7: Interactions and Patterns along a Continental Transect**

Focus: The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.

- E5.1 identifies, gathers and evaluates geographical information
- E5.2 analyses, organizes and synthesizes geographical information
- E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E5.4 selects and applies appropriate geographical tools
- E5.5 explains the geographical processes that form and transform environments
- E5.6 analyses the importance of the world's environments and issues associated with them
- E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions
- E5.9 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship
- E5.10 explains patterns, processes and issues associated with human activity at a range of scales.

## 15. Supporting All Students

Ensuring support for all students, including academically under-performing students, Gifted/Talented, low socio-economic status (“SES”), English Learners, Standard English Learners, and students with disabilities shall be accomplished through the student’s Individual Graduation Plan (“IGP”) procedure, in which each student, upon entrance to the Charter School,

undergoes a comprehensive evaluation procedure conducted by a school counselor or an administrator.

The IGP process is accomplished by October 1<sup>st</sup> for all students and begins with consideration of CST scores and previous core content grades. In efforts to ensure proper course placement in the areas of mathematics and literacy, students will then be assessed using Math Links by UCLA’s Center for Mathematics and Teaching test and quarterly assessments from the New Tech Network during the week before school or at earliest possible convenience. Student Empowerment Academy will enter into an agreement with these entities to use the stated materials and any related cost in administering of these assessments is reflected in the proposed school budget under Books. Lastly, students are given a comprehensive interview by a counselor or an administrator that identifies the forms of academic and emotional support that will be most beneficial for the student’s success, including intervention or expansion opportunities, course placement, and determine frequency that counselor/administrator should review student’s emotional wellbeing. Additionally, all IGPs undergo review in October, December, February, April, and June by each student’s advisory teacher to determine if the student is: (1) keeping up with his or her academic studies; (2) is not hindered for any reason from advancing; and (3) is receiving the necessary instructions and help that allow him or her to be academically successful (for further information, refer to Element 2).

**Plan for Serving Academically Low-Achieving Students**

All students entering Student Empowerment Academy will be thoroughly assessed via normally accepted and appropriate testing methods listed above to determine their academic grade level. This will be done prior to the school year to ensure each student is placed in appropriate intervention classes and adjustments are made to the master schedule. Teachers will also use this information to differentiate instruction. The results of such testing will provide information toward developing an IGP for each student. Students discovered to be underperforming (below grade level), based upon test scores and other measures listed below, will be given remediation in the needed area until grade level proficiency in that area is met. These intensive intervention and support classes or sessions will be managed by teachers who hold credentials in those specific subjects. Any student who falls behind grade level performance at any time during his or her enrollment at SEA will have his or her IGP altered to include participation in remediation activities. Remediation activities can include before school, after school tutoring, and Saturday classes. Academic support program will include classroom teachers working with students in a one-on-one or small group setting to provide a higher level of individual support to students who are not meeting grade-level standards and/or demonstrating academic growth. Students needing required intervention will be determined by the following criteria:

<b>Assessment Tool</b>	<b>Requirement for Intervention</b>
California Standards Test – Language Arts	Basic, Below Basic, Far Below Basic
California Standards Test – Mathematics	Basic, Below Basic, Far Below Basic
California High School Exit Exam	Not Passing one or both sections
Teacher-Administered Formative Assessment	Teacher Recommendation

Individual Graduation Plan	Not on track to graduate
Parent/Student Referral	Parent/Student Request

*Class size will be determined based on student need, but will match the overall school class size requirements. Additional sections may be opened if need arises.*

### **Plan for Serving Academically High-Achieving Students**

Student Empowerment Academy has adopted guidelines for identifying academically high-achieving students which mirror the LAUSD Gifted/Talented students’ identification. To be identified as academically high-achieving, students must meet one of the following three criteria:

- a) Students demonstrate the ability to meet the following four critical thinking and problem solving skills in their primary language: 1) explain meanings or relationships among facts, information or concepts that demonstrate depth and complexity; 2) formulate new ideas or solutions and elaborate on the information; 3) use alternative methods in approaching new or unfamiliar mathematical problems; and 4) use extensive vocabulary easily and accurately to express creative ideas.
- b) Students may be referred and assessed for gifted or high ability (as defined by Los Angeles Unified School District) if they have percentile scores of 85% or above on California Standards Test (CST) in English Language Arts and Mathematics.
- c) And lastly, students may be identified as gifted by the Charter School psychologist in the intellectual, high achievement or specific academic ability categories.

Academically high-achieving students, as well as any student looking for additional challenges, will be given the opportunity to participate in Advanced Placement (AP) classes, thus allowing those that prove capable to take college courses in their 11<sup>th</sup> and 12<sup>th</sup> grades. Some may even earn an AA degree while still officially being enrolled in high school. The SEA counselor will help students apply and enroll in local community colleges and state universities including, but not limited to Los Angeles Trade Technical College, East Los Angeles Community College, Cal State LA and San Bernardino, and any future partnering university.

### **Plan for Serving English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### Home Language Survey

In compliance with state and federal law, the Charter School will require that parents complete the Home Language Survey upon a student’s initial enrollment, as part of the identification and enrollment process.

#### CELDT Testing

All students who indicate a language other than English, or a combination of English and another language as the home language, will be assessed to measure his or her level of English proficiency using the California English Language Development Test (CELDT) within thirty days of initial enrollment<sup>1</sup> if enrolled at the beginning of the school year or within 2 weeks, if the student enrolls during the school year. The student will then be administered the CELDT annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

### Reclassification Procedures

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

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

Reclassification criteria:

1. Student has an annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
2. The student scores Basic or above on the most recent CST or CMA in ELA.
3. The student is judged successful in a mainstream English Program based on a grade C or better in English.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

4. The parent has been consulted and notified that the student is eligible for Reclassification, using the Notification of Reclassification Letter.

If student is reclassified to fluent English proficient (RFEP)

- Regular instructional program, monitoring progress for two years
- Teachers, administrators, and parents monitor student academic performance
  - CST/CMA scores are monitored
  - Maintains grade C or better in core content classes
  - Teacher recommendation
- Parents are notified in writing at least once a year if student is making adequate progress or is at risk of not meeting grade level standards.
  - Parents are notified in November or December and offered intervention services during school hours and after hours.
- Intervention measures may include, but are not limited to, any of the following:
  - Student/teacher/parent conference
  - Tutoring Services
  - Content-based language development support
  - Primary language support
  - Extended day and year learning opportunities

Formal documentation will serve as evidence that student is provided linguistic and academic instructional services appropriate to student's diagnosed academic need.

### Decision Guide

New Enrollees:

- a. Home Language Survey is administered
- b. If English Only, then student is placed in a regular instructional program

If there is an indication of Primary Language to be other than English

- c. Parents are informed of the instructional program options available to students, as well as their right to apply for a Parental Exception Waiver.
- d. Student is assessed using the CELDT in listening, speaking, reading, and writing. Initial CELDT assessments must be hand-scored at the school site by properly trained teachers/EL Designee in order to determine an interim language classification for the student assessed. This score will be used to determine appropriate program placement for students identified as ELs.
- e. Close monitoring by English teachers and assistant principal in charge of instruction will monitor students until CELDT results are available. Parents will be notified of the assessment results and program placement within 30 calendar days of initial enrollment. The official scores provided by the test vendor will override the unofficial hand-scored results should any discrepancy arise.

If students are IFEP

- f. Students will be placed in the regular instructional program

If students are English Learner

- g. Initial placement in appropriate EL program and services
- h. CELDT annual assessment until reclassification criteria met

### Supports for English Learners

Supports for ELs include a comprehensive approach for students who are at ELD (English Language Development) levels 1-3. Student Empowerment Academy will provide a Structured English Immersion (SEI) instructional program with the goal that identified ELs will acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and other appropriate supports. This program will be supported by the following student learning opportunities:

- Provide English Language Development classes as needed on campus.
- Advise students to attend after school and Saturday English Learner classes at the local community colleges including Los Angeles Trade Tech College.
- Provide supplemental materials in the home language to promote literacy and strengthen language development
- Provide students with primary language support for clarification
- Provide a Mainstream English Instructional Program for ELD levels 4 and 5 with access to differentiated instruction in all core classes through the different projects, as well as full access to A-G requirements.
- Utilize High Point as the main textbook for lower level ELD and for on-going support for upper levels
- Utilize Specially Designed Academic Instruction in English in all core content classes
- Monitor EL progress by creating EL folders in their IGP, with EL target goals that include all the components for reclassification
- Provide lower level ELs the opportunity to participate in arts and hands-on activities with language support to enhance their academic vocabulary in English
- Bilingual aides and tutors as primary language support as the budget allows
- Cooperative learning activities, conducted in English with primary language support as needed, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English

### Standard English Learners and Long-Term English Learners

Student Empowerment Academy recognizes the importance of providing research-based and theoretically sound instructional services for SELs and ELs, which includes the most recently categorized group referred to as LTELs. Long-Term English Learners (LTELs) are high school leveled EL students who have completed five full years in U.S. schools without meeting the criteria for reclassification. Standard English Learners (SELs) are students whose Standard English is not native and their home language differs in structure and form from Standard and academic English.

Student Empowerment Academy acknowledges the linguistic and cultural abilities that ELs and SELs possess and is committed to providing a rigorous instructional program that will allow these students to apply their assets and reach academic success. Each classroom instructor recognizes their role as teachers of both language and content and will develop instruction that builds on cultural and linguistic strengths, and provide meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.

### Strategies for English Learner Instruction and Intervention

Teachers will need to adapt how they teach to accommodate the needs of their students who are English Learners. It is important to prepare lessons in advance to make suitable accommodations, and to be aware of how much EL students actually understand. Teachers will employ the following strategies to help their students, and also adjust the class structure and assignments:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (subject-verb-object). Avoid the passive tense and compound and/or complex sentences.
- Reinforce content material and application of skills in small-group workshops as part of Project-Based Learning model.
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Post homework assignments in Echo, the school's online learning platform.
- Use scaffolding techniques so that new students can be successful on assignments with the rest of the class.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, regalia, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using PowerPoint, flashcards, pictures and objects/realia.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible.
- Employ a variety of questioning and dialogue strategies in order to determine students' level of comprehension, that are specific to students' level of language understanding.

Student Empowerment Academy teachers and administrators will regularly monitor the progress of EL students using the following measurement tools:

- California English Language Development Test - once a year
- EL/Content Portfolio that includes writing examples and results of oral assessments
- Weekly Formative Assessments on literacy skills developed by the English department
- Quarterly Summative Assessments
- Classroom observations

Principal and EL Designee will have quarterly meetings with teachers and discuss the ELD level and academic progress of ELs in order to determine the necessary modifications in teaching strategies.

Parents: Provide information to parents in all the available support for English Learners, including but not limited to, support classes through the community colleges – dual enrollment, information in the Reclassification Process and the supplemental home language materials available for students in ELD levels 1-5. Inform parents of their right to participate in all decision making committees including the Charter School’s Curriculum and Instructional Committee.

Professional Development: In order to ensure access to core and the delivery of differentiated instruction for EL students, teachers at Student Empowerment Academy will be CLAD/BCLAD Certified and be Highly Qualified as defined by No Child Left Behind. We will hold Professional Development in all SDAIE strategies, specifically around English language development and literacy through all content areas. Teachers will be required to participate in a series of on-going professional development trainings designed to improve teaching practices and ensure a high quality instructional program for English Learners.

#### Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

#### English Learner Instructional/Master Plan

The Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), the Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan *or* implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the

following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

The Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

The Charter School shall administer the CELDT annually. The Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. All information will be translated into the parent's primary home language.

### **Serving Students With Disabilities**

#### **Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, SEA will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and SEA regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

#### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3

Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

### Modified Consent Decree Requirements

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.

- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

## ELEMENT TWO: Measurable Pupil Outcomes

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. Education Code Section 47605(b)(5)(B).*

### 1. Skills and Measurable Outcomes

The Charter School is committed to ensuring that all students progress academically and demonstrate their knowledge, skills, and attitudes through standardized testing procedures and student projects. Whether students are low achieving, high achieving, English learners, or of special needs, their progress toward expected outcomes depends on continual tracking and monitoring of individual student growth. Consistent with the legislative intent, the Charter School is adopting a performance-based accountability system. Specifically, measurable student outcomes will include:

- Annual increases in student academic achievement, both schoolwide and for all numerically significant pupil subgroups;
- Achievement of fluency or substantial progress toward fluency in English for English Learner students using the California English Language Development Test to measure proficiency; our goal for reclassification will be 15% in year one and 20% in years two through five;
- Achievement of or substantial progress toward learning goals for special education students as outlined in their Individual Education Program (IEP);
- Demonstrated ability to apply knowledge through student projects associated with career goals;
- Incorporating personal interests and skills in core academics, the arts, technology, and health and wellness; and,
- Demonstrated proficiency in English/Language Arts, mathematics, history/social studies, and science in alignment with the California Content Standards and Common Core standards and consistent with the No Child Left Behind Act (NCLB), the California High School Exit Exam (“CAHSEE”) and the California Standards Test (CST) – see chart below.

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students
Language Arts	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination	Gates-MacGainitie Reading Tests (9-12)	2x a year	At or above grade level	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%
		Department Created	3x a year	90% correct	13-14 50% 14-15 60%

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students
	of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Quarterly Summative Assessments (9-12)			13-14 70% 14-15 75% 15-16 80%
		California Standards Test (9-11)	Once a year	Proficiency	13-14 45% 14-15 50% 15-16 55% 16-17 60% 17-18 65%
		CAHSEE (10th grade)	Until passed	Passing Score	13-14 70% 14-15 80% 15-16 85% 16-17 90% 17-18 95%
Mathematics	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	MathLinks by UCLA's CMAT (9-12)	2x a year	At or above grade level	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%
		Department Created Quarterly Summative Assessments (9-12)	3x a year	90% correct	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%
		California Standards Test (9-11)	Once a year	Proficiency	13-14 20% 14-15 25% 15-16 30% 16-17 35% 17-18 40%
		CAHSEE (10th grade)	Until passed	Passing Score	13-14 75% 14-15 80% 16-17 85% 17-18 90%
		Department Created Quarterly Summative Assessments (9-12)	3x a year	90% correct	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%
Science	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will	Department Created Quarterly Summative Assessments (9-12)	3x a year	90% correct	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students
	be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	California Standards Test (10-11)	Once a year	Proficiency	13-14 43% 14-15 48% 15-16 53% 16-17 58% 18-19 62%
History - Social Studies	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	Department Created Quarterly Summative Assessments (10-12)	3x a year	90% correct	13-14 50% 14-15 60% 15-16 70% 16-17 75% 17-18 80%
		California Standards Test (10-11)	Once a year	Proficiency	13-14 25% 14-15 30% 15-16 35% 16-17 40% 17-18 45%

## 2. Applied Skills and Outcomes

The following skills content and applied skills were derived from the Buck Institute for Education's Review of 21<sup>st</sup> Century Skills Frameworks (bie.org).

### Learning Outcome Descriptors:

#### Student Empowerment

Students exercise their empowerment through career readiness, college and university preparation in completing individual digital portfolios, which demonstrate competency and proficiency in all other learning outcomes for Student Empowerment Academy.

#### Content Mastery

Students demonstrate course-specific proficiency in the California State Content Standards and/or Common Core State Standards, an ability to pass the CAHSEE, and proficiency in the

California State Standards Test and/or Common Core State Tests. Students demonstrate their mastery of content through hypothesizing, performing analysis through research and drawing comprehensive conclusions.

**Collaboration**

Students will demonstrate a professional and respectable work ethic by cooperation, leadership, and the ability to compromise with other stakeholders. Students demonstrate organization skills through time and task management both individually and within group projects.

**Communication**

This learning outcome reflects how well the students are able to present finished written, digital and/or physical products in front of large and small groups. Students recognize and employ adaptable written and oral language skills, as well as the incorporation of content vocabulary. Students will be active listeners while their peers present.

**Technology Proficiency**

Students use computers as a tool in learning, research, organization, and communication. They are competent in using basic computer skills, such as keyboarding, file management, program application, graphic design, and general maintenance and troubleshooting.

**3. Achievement Targets**

***API Growth Target***

Student Empowerment Academy’s Academic Performance Index (API) goal for the first year of operation is 800, with growth to reach 820 by the end of the first charter term. These API targets are in alignment with the requirements of NCLB. (See chart below under AYP Target)

***AYP Target***

Student Empowerment Academy will meet or exceed the AYP targets as per NCLB.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
API	800	805	810	815	820
AYP – ELA	100%	100%	100%	100%	100%
AYP – Math	100%	100%	100%	100%	100%

***CST Target***

The California Standards Test (CST) is a major component of CDE’s STAR program. The CST target for Student Empowerment Academy for the percentage of Proficient and Advanced students in all subgroups (e.g. African American, Hispanic, Socioeconomically Disadvantaged, EL’s, and Students with Disabilities) is as follows:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>English/Language Arts – All Students</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>
ELA – African American	70%	75%	80%	85%	90%
ELA – Hispanic	70%	75%	80%	85%	90%
ELA – Socioeconomically Disadvantaged	70%	75%	80%	85%	90%
ELA – ELs	70%	75%	80%	85%	90%
ELA – Students with Disabilities	70%	75%	80%	85%	90%
<b>Mathematics – All Students</b>	<b>65%</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>
Math – African American	65%	70%	75%	80%	85%
Math – Hispanic	65%	70%	75%	80%	85%
Math – Socioeconomically Disadvantaged	65%	70%	75%	80%	85%
Math – ELs	65%	70%	75%	80%	85%
Math – Students with Disabilities	65%	70%	75%	80%	85%
<b>Science – All Students</b>	<b>65%</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>
Science – African American	65%	70%	75%	80%	85%
Science – Hispanic	65%	70%	75%	80%	85%
Science – Socioeconomically Disadvantaged	65%	70%	75%	80%	85%
Science – ELs	65%	70%	75%	80%	85%
Science – Students with Disabilities	65%	70%	75%	80%	85%
<b>Social Studies – All Students</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>
Social Studies – African American	70%	75%	80%	85%	90%
Social Studies – Hispanic	70%	75%	80%	85%	90%
Social Studies – Socioeconomically Disadvantaged	70%	75%	80%	85%	90%
Social Studies – ELs	70%	75%	80%	85%	90%
Social Studies – Students with Disabilities	70%	75%	80%	85%	90%

Although SEA will strive to meet NCLB target of one hundred percent, the goal for Student Empowerment Academy will be for over ninety percent of students to score Proficient and Advance Proficient on the CST in all subject areas within five years.

When administering California Standards Tests (CSTs), the Charter School will follow the California Department of Education’s *California Standardized Testing and Reporting Directions for Administration* guide for grades 9-11.

**CAHSEE Target**

Student Empowerment Academy’s CAHSEE target for English Language Arts and Mathematics will be (shown for first time 10<sup>th</sup> Graders and also for combined passage rates, based on multiple

test administrations):

2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
English/Language Arts – 1 <sup>st</sup> time	70%	English/Language Arts	75%	English/Language Arts	80%	English/Language Arts	85%	English/Language Arts	90%
English/Language Arts – Multiple Times	85%	English/Language Arts	90%	English/Language Arts	95%	English/Language Arts	98%	English/Language Arts	100%
Mathematics – 1 <sup>st</sup> Time	73%	Mathematics	78%	Mathematics	83%	Mathematics	88%	Mathematics	92%
Mathematics – Multiple Times	75%	Mathematics	80%	Mathematics	85%	Mathematics	90%	Mathematics	95%

#### 4. Graduation Rate and Attendance Target

The graduation rate target for Student Empowerment Academy is 85% and our Average Daily Attendance target percentage is 95%.

#### 5. Assessing Student Outcomes and Progress

The Assessment Strategy table, attached as Appendix C, aligns pupil outcomes to the teaching and learning strategies that will drive them and the multiple assessment measures that will be used to measure students’ progress over time, and ultimately their fulfillment of their IGP including proficiency in California Content Standards and the Common Core State Standards and applied skills. The matrix also includes the currently required state assessments. Behavioral expectations will be measured by a combination of Advisor narrative observations, student self-assessments, and parent feedback. Using the Response to Intervention 2 framework (as explained by Los Angeles Unified School District protocols), intervention and prevention will be developed for the students at all of three tiers. The Charter School intends to use all measures listed in the table on Appendix C though the exact combination may evolve with experience. Not all of the assessments listed will be used with every student in any given year, and, the extent to which student assessment will be measured will depend upon each student’s progress within the courses she or he is studying and determined by his or her individual teacher of such courses. However, all students will undergo an academic assessment process at least bi-weekly (every two weeks) or sooner as needed via traditional testing measures or through other means such as evaluating projects, portfolios, etc. and according to whichever method of instruction is being used. Each department will ensure the rubrics include the Common Core and California State standards for that content area for each assignment.

As a result of the granting of this charter, Student Empowerment Academy will be accountable internally and to the Los Angeles Unified School District Board for producing the academic results outlined herein. As further outlined below, Student Empowerment Academy will be required to participate in the statewide assessment tests CAHSEE, CST, CELDT, Governor’s Fitness Test and the California State University Early Assessment Program.

The Charter School’s staff, parents and students, and the District’s Board members will be able to monitor the Charter School’s progress in meeting student outcomes by connecting to the Charter School’s web page at any time, using a secure password, and viewing the continuously

updated reports the Charter School will publish that cite such progress, or the lack thereof, in simple language and visuals. The Charter School will also produce hard copies of such reports and mail them to parents and District Board members the last week of each quarter during each school year.

## **6. Accountability for Student Progress**

*Advisory Group Accountability (AGA):* The Charter School's educational program and school culture is designed to create a true sense of ownership for student achievement and the overall success of the Charter School. Everyone in the learning community is responsible and accountable for their respective roles – students, parents, and educators. This begins with the co-development of each student's Individual Graduation Program. The development of IGPs involves gathering information about each student to determine: a) the level of academic proficiency of which the student is capable; and b) what remediation, if any, is needed in what academic area. This process may include individual testing, classroom observation, interviews with the student and school personnel who work with him or her, and review of school records, reports and work samples.

Preparation of IGPs will be carried out by each student's advisory class teacher (Advisor) in collaboration with the student's other teachers and his/her parents/guardians. Student/parent conferences, regular progress reports and report cards will provide additional means to assess progress and celebrate success and/or create a means to course correct where needed.

## **7. Graduation Requirements**

To graduate, Student Empowerment Academy students shall meet or exceed the following:

- Meet all State of California graduation requirements including passing the CAHSEE;
- Complete a service learning program prior to the end of the their senior year;
- Completion of a Digital Portfolio during the first semester of their senior year;
- Satisfy any other graduation requirements approved by the Board and published in the Parent/Students Handbook; and
- Obtain a minimum of 210 credits.

## **ELEMENT THREE: Methods to Assess Pupil Progress**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).*

### **1. Outcomes**

Student Empowerment Academy, as with other public schools, will be subject to the state and federal accountability systems, including the Academic Performance Index (API) and Adequate Yearly Progress (AYP). The Charter School will include standardized test results as one of multiple assessment methods to chart and document student performance and assessment. API growth goals will be made clear to the staff. The Principal and teachers will review the STAR test scores, and API and AYP results as part of their overall assessment data analysis.

In order to measure students' progress in achieving their learning objectives described in their IGP, SEA will utilize school-assessments such as portfolios and evaluations, including class quizzes, tests, narrative reports, etc. Portfolios will be standards-based, providing authentic student work samples aligned to state standards. Parents and students will use portfolios to set goals, measure progress, and showcase areas of personal and career interest. Students will be pre- and post-tested using formal and informal assessments to determine their progress in individual subjects for the duration of their time at the Charter School. Measures will include tests, standardized measures and school-wide designed rubrics.

Consistent with the legislative intent, Student Empowerment Academy shall provide a performance-based accountability system. The Charter School's measuring and reporting system will consider students' diverse characteristics, recognize their unique abilities and needs, and help students, teachers, and parents reflect and identify how to improve teaching and learning. In the 2013-2014 school year, SEA will seek a web-based data management system such as WorkZone, Easy Projects, or Project Foundry, which will be utilized to capture baseline data as well as ongoing progress monitoring data in the following year and/or years at the Charter School (described below). This or similar commercially available assessment tools will capture the story of each student as s/he creates, shapes and realizes his/her educational program. Students, advisors (teachers) and parents will use this system to track and monitor management progress on an ongoing basis.

The Charter School will collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and student-level analyses. Weekly formative assessment data organized through Data Director, or a similar data aggregation system, is used as part of the PD process on a weekly basis to reteach standards that are missed. Quarterly summative assessments are used to inform instruction about how to improve whole units of study. PD time is spent by teachers to collaborate on how to improve these units.

Advisors and students will cooperatively record ongoing student performance assessments that track students' progress toward achieving identified learning objectives. These electronic records will reflect the daily performance of students regarding specific academic and applied skills. Advisors will monitor each student frequently and hold a meeting monthly with their individual

student advisees to discuss ongoing performance and to identify changes needed in attitudes, effort, and focus on task.

Ultimately, the Charter School will analyze student performance data, including standardized test scores, to ensure that all staff, board members, and parents are kept abreast of how students are performing, and make appropriate changes to instructions to ensure continuous improvement; both of the students' progress, and of the educational program. The Charter School will publish the School Accountability Report Card (SARC) online and mail hardcopies to students' families.

## **2. Annual Programmatic Audit**

To make sure Student Empowerment Academy is complying with the terms of its charter, the Board will develop a checklist of programs and goals as described in this charter. And, every year will appoint a committee of parents, Advisors and community members to determine the Charter School's success at implementing programs, meeting goals and making recommendations for areas of improvement. The Board will then, in coordination with Advisors and parents at the Charter School, make recommendations as to how the Charter School can further refine its educational program in order to comply with the terms of the charter and fulfill the promise of the Charter School's vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to the District. The Charter School will also release this report to parents and the public at an annual public meeting. The programmatic performance review will include but may not be limited to:

1. Summary data showing students' progress towards the goals and outcomes from assessment instruments and techniques listed above. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising any student's confidentiality.
2. A summary of major decisions and policies established by the Board during the year.
3. Data regarding the number of staff working at the Charter School and their qualifications.
4. A copy of the Charter School's health and safety policies and a summary of any major changes to those policies during the year.
5. Information demonstrating whether the Charter School implemented the means listed in this charter to achieve a racially and ethnically balanced student population.
6. An overview of the Charter School's admission practices during the year and data regarding the numbers of students enrolled, on waiting lists, expelled and/or suspended.
7. Analysis of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
8. Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the Charter.

### **3. Assessment of Student and School Outcomes**

The awarding of credits will be based on student's daily documentation of time and learning, and the use of longitudinal, survey and other data (in-house assessments).

Credits will be awarded based on a student's demonstrated understanding of the particular subject matter and their ability to demonstrate proficiency in related content standards and course content requirements meeting WASC and state guidelines.

To monitor student projects and gauge them for their effectiveness to demonstrate what students are learning in the classroom, the Charter School will use a project management system, including NTN Echo, as a means to streamline paperwork, stay organized, and track and document student success. The Common Core and California content standards, applied skills, and the Charter School's graduation requirements will be monitored via the use SEA digital portfolio which will contain the following:

1. Develop and update students' Individual Graduation Plan;
2. Track the course/graduation requirements and A-G completion;
3. Capture and view results of standardized testing and various authentic assessments; and,
4. Summary of student awards, internships, resumé, letter of recommendations and other pertinent academic and personal goals and achievements; Evidence of school-wide learning outcomes.

Given all the data captured by the online program, a means is also provided to "translate" students' achievement into progress reports, report cards and more traditional transcripts, including credits and grades. The ultimate goal of these "tracking" measures is to reach a graduation rate of at least 85%.

Additionally, using a rubric that will be created, student projects will also be used as a measure of student success on any given project assigned in a class. If a student completes a project on time and within its planned outline structure, it will be used as a measure of the student's ability to plan and carryout reasonably complex tasks with some degree of confidence. If the student has difficulty in completing a project, it will be used to measure of the student's ability to follow instructions, stay on track, and keep within a schedule. The experience will also be used as a learning tool to determine where the project went wrong and what the student needs to do to complete it successfully.

### **4. Process for Conducting Student Assessments**

To ensure that all statewide standards are met and pupil assessments conducted, the LAUSD Board of Education will be able to monitor Student Empowerment Academy's progress in meeting student outcomes and California State Learning Standards through the Charter School's mandated state pupil assessment data it collects as required pursuant to Education Code Section 60602.5 and following the Charter School's timelines and protocols consistent with the District, including administration, collection and security of tests. Mandated assessments include the California Standards Tests; California Achievement Tests; the Physical Fitness Test; CAHSEE; Aprenda 3 or the new Spanish Test of Standards; and, the California English Language

Development Test. Proficiency for the Charter School’s English Learners will be determined using the CELDT, STAR test data, teacher observations, parent input, and project performance data.

## 5. Reporting Student Progress/Grading Policy

At least quarterly, individual students will receive a report card indicating level of performance in core academic subjects with separate indicators for knowledge, skills, and attitudes. Grades will be provided to fulfill the needs of college transcripts and/or transfer to another school. If a student is not making adequate progress, Advisor and student will collaboratively lead conferences with parents/guardians to discuss issues related to student performance and develop an action plan to ensure the student has the support needed for success. This process will be the responsibility of Advisors concerning all the students in their individual advisory group.

The grading **policy** will be as follows for all courses. In order to ensure an A-G ready graduation, on a scale of 0% - 100%, grades will be given as follows:

A	90% - 100%
B	80% - 89%
C	70% - 79% *
F	0% - 69%

*\*Students not receiving a C or above will be required to stay for mandatory tutoring after school. In addition credit-recovery and summer school classes will be offered specifically for our students, and every effort will be made to allow students to recover the class during the following school year as the schedule allows.*

## 6. Academic Performance Index and State-Mandated Tests

As a California public school, Student Empowerment Academy will be subject to the tenets and consequences of the state and federal accountability systems including API and AYP assessment measures (See Element 2: Measurable Student Outcomes section above). API growth goals will be included in the annual goals established by faculty. Teachers and the Charter School’s Principal will review STAR, API and AYP results as part of their overall assessment data analysis and will use such data to improve instruction and the overall performance of the Charter School. Such analysis will include examining numerically significant subgroups to determine areas in need of concentrated effort or remediation so that all students achieve academically. The Charter School will modify teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement profile. Student Empowerment Academy will also administer the mandatory state STAR tests and other required state assessments such as the CAHSEE and CELDT.

## 7. School-Developed Assessments

At Student Empowerment Academy, every new student upon entry to the Charter School will be tested, using normally accepted testing means (UCLA Math Links and GATES McGintee Reading Test ), in English/Language Arts and Math to determine his or her baseline. Additionally, teachers will be administering weekly formative assessments on essential state standards and mediate such standards as necessary.

Along with this strong monitoring to determine if essential standards have been learned is the involvement of parents in the progress of their students. Student Empowerment Academy will employ a web-based student tracking system which will allow parents to follow their student's achievement and attendance online. And teachers will be required to keep achievement data current on a weekly basis and attendance data current on a daily basis. This system will allow parents to follow their student's achievement progress on weekly formative assessments and other assignments continually and at their convenience.

## **8. Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

## **ELEMENT FOUR: Governance**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

### **1. Non Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated as Student Empowerment Academy, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School (e.g. those involved in a facilities agreement or a Fee for Service agreement). Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix D, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Bridge Policy.

### **2. Governance Structure**

The governance structure of Student Empowerment Academy shall include processes to ensure parental involvement as stated in California Education Code Section 47605(b)(5)(D). Student Empowerment Academy's success will depend on broad-based community partnerships, collaboration, creativity, and most importantly, a respect for the diverse cultures of our community. As Student Empowerment Academy grows in size, opportunities will be provided for parent and community participation on the Board and Charter School committees. Currently physical space has the capacity for a larger enrollment than the present Estimated E-Cast enrollment.

All meetings of the Board of Directors and its committees shall be held in accordance with the Brown Act.

The Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented as stated in the adopted Bylaws of Student Empowerment Academy. The Board shall have ultimate responsibility for the overall operation of the Charter School, while the Charter School's Principal governs the day-to-day activities of the Charter School. Board members have the responsibility to solicit input/opinions from parents regarding issues of significance and to weigh the input/opinions carefully before taking action.

Any amendments to the Student Empowerment Academy charter petition must first be approved by the Board with input from Charter School staff and parents, if desired. The Board would then be responsible to submit the changed request for approval to the Charter Schools Division (“CSD”) of LAUSD. If this change is a material revision, then it will be submitted to the LAUSD Board for approval. Once the request for change has been approved, Student Empowerment Academy may implement the change at the Charter School site.

### **3. Board of Directors**

Student Empowerment Academy will be governed by a corporate Board of Directors (“Board of Directors” or “Board”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Board will make policy decisions for Student Empowerment Academy and the Charter School’s principal will act in an advisory capacity to the Board.

The Founding Team and Board bring a background of professional experiences and dedication to ensure the success of Student Empowerment Academy. The Board will consist of at least five (5) and no more than nine (9) Directors, including at least two parent or community representatives. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter shall be entitled to a single LAUSD representative on the Board of Directors.

SEA will seek community members to serve on the Board who have expertise in areas critical to school success including but not limited to: education, school finance, fundraising, facilities, governance, and business and legal practices.

No Board members will be employed as staff members at Student Empowerment Academy, neither in a part-time or full-time capacity. If a Board member expresses interest in being an employee of the Charter School, he or she must resign from the Board prior to consideration for employment at the Charter School.

The Board of Directors currently consists of members with the following areas of expertise:

- **Bernard Neal Kleiner:** a Los Angeles native, who has spent my entire life in public education in LAUSD. Like so many students in LAUSD, my grandparents emigrated from another country. Their one desire was for their children and grandchildren to have a better life. The vehicle would be the sound education that was denied them in their native land. I am a product of LAUSD and a proud graduate of the local public University. I remained at UCLA to earn my Lifetime Teaching Credential. At twenty-two years of age, I started teaching at Locke High School in Los Angeles. Years later, I decided that I could affect a more positive change on a school campus as an administrator. My last five years were spent as principal of John Muir Middle School. They were the best five years in my career. The school had been dysfunctional for years, but with a turnover in much of the staff, we were able to mold a family atmosphere that enabled John Muir to transcend its past and the limitations of its community. My one regret is that I retired prematurely for an unsuccessful run to become member of the School Board. I wanted to do for the entire District what was proved could be done at

John Muir. I am a proud father of two children, one a high school principal at the age of thirty-six. I have three grandchildren, one of whom is in Special Education. I do not want to leave any child behind. I speak English and Spanish and am respected in all parts of the LAUSD community.

- **Olivia E. Palma:** I am a Latina of African descent living in the South Los Angeles Community for over 40 years. I speak both Spanish and English. I have eight children between the ages of 11- 24, three of which attended Student Empowerment Academy. I currently hold the position of administrative assistant for People Coordinated Services of Southern California. (GRYD Program located at Carver Middle School.) As an individual I have a great deal to contribute. Growing up, my parents and grandparents instilled in me the value of hard work, ethical principles, and responsibilities. Now that I am a grown working woman, I take pride in my dependability and my willingness to cooperate and contribute to the welfare and well-being of my community. Over the years, I have learned and attained valuable skills and knowledge, such as computer literacy and proficiency as well as communication skills, which have allowed me to ascend in various jobs. Because I understand and cherish the value of education, I decided to go back to school and enrolled myself at California State University of Los Angeles to pursue a bachelor's degree in psychology. I can honestly say that I very grateful and very honored to be a part the Student Empowerment Academy board. I look forward to seeing SEA grow into its full fruition.
- **Dr. Alma Salazar:** Vice President of Education and Workforce Development for the Los Angeles Area Chamber of Commerce. She oversees the Chamber's education and workforce development programs and also directs the Chamber's higher education and workforce development policies. In 2012, Salazar was appointed by Governor Jerry Brown to serve on the California Workforce Investment Board.

Since 2000, Salazar has worked to build business/ education partnerships to improve academic achievement and life-long learning for California's students. Salazar has demonstrated success at convening diverse groups of stakeholders to promote systems-change and strengthen the region's workforce development system by expanding/enhancing relationships that build pathways to high demand, high growth industries, and sustainable careers. Serving as an intermediary, Salazar looks to create and support effective collaboration among education, business, civic and workforce development leaders to influence policies that strengthen regional education and workforce development systems.

Salazar graduated from California State University, Long Beach with a bachelor's degree in speech communication, a master's degree in public policy and administration and doctoral degree in Educational Leadership. Salazar was also awarded the prestigious 2012 American Memorial Fellowship by the German Marshall Fund of the United States.

- **Steve Austin:** I retired from the Los Angeles Unified School District in June, 2011 after working 38 years in the District. The time went by quickly because I really enjoyed my career in education.

After graduating from UCLA in 1972 with a major in French, I obtained my Teaching Credential at Cal State Los Angeles in June, 1973. I began my teaching career at Virgil Middle School in September, 1973, teaching beginning, intermediate and advanced levels of ESL. I learned a lot about what improvements were necessary in order for me to become an effective teacher. Overall, my first year was a rewarding experience.

Instead of accepting a permanent position at the school, I decided to become a substitute teacher and get a better idea of the variety of students and school programs available throughout the District. After being frequently requested at Los Angeles High School where they had a relatively large ESL program, I accepted a teaching position there in 1977 and ended up working 35 of my 38 years at that school. I feel fortunate for the many rich and fulfilling experiences I had at LA High. My ESL students came from countries all over the world, including Vietnam, Thailand, Cambodia, Korea, Mexico and countries in Central America. They were eager to learn and made excellent progress.

Working as an ESL counselor was equally fulfilling. The students needed a great deal of support in adjusting to the culture and the school system in the United States while trying to learn English. Their families were also struggling to provide help for their children in this unfamiliar setting. I decided to study Spanish so that I could communicate with the increasingly large Spanish-speaking student population. Providing a variety of services to immigrant students and their families was gratifying as I got to see students who arrived with no knowledge of English manage to graduate and go on to college after only three or four years in the United States.

In 1988, I began working as an English Language Coordinator, a position that offered me the opportunity to work closely with administrators, teachers, students and parents in coordinating resources for English Learners so that they could catch up to their peers and realize their dreams as they developed fluency in English and mastered their core content subjects. I gained a lot of experience in organizing professional development for the staff regarding instructional strategies that were effective with English Learners. Working closely with parents was a wonderful experience as well. The vast number and variety of projects I got involved in has provided me with a deep understanding of the importance of active student involvement in their education.

In summary, I feel my varied experiences as an educator have enabled me to appreciate that each student deserves to have good teachers who care about them and will work hard to engage them fully in the learning process so that they will have bright futures. I look forward to participating as a board member of the Student Empowerment Academy to help support the achievement of high standards for all students, including those traditionally “underserved.”

- **Byron Purcell:** I was born and raised in south Los Angeles and attended public school. I graduated from Los Angeles High School in 1986. While in high school, I was given the good fortune to be a Teaching Assistant. I then attended USC and received my bachelor’s degree in Political Science. While at USC I participated in a community outreach

program, where as a college student we appeared at local schools and instructed students once a week in “Mock Trial”. I really enjoyed the experience. I later earned my JD degree from the University of Texas at Austin. While in law school, I was a teaching assistant. I also had the pleasure of being a teaching assistant with the CLEO program (a pre law program for prospective law students). I am currently a Partner with the law firm of Ivie, McNeill & Wyatt where I have been a practicing litigation attorney for over 17 years. Over the years, I have worked on various cases including some dealing with schools and educational codes. I am also a past member of the John M. Langston Bar Association and look forward to serving on the board of the Student Empowerment Academy.

- **Douglas A. Solorzano**, First Vice President – Investments, Wells Fargo Advisors: Douglas Solorzano, a USC alumnus, has used his two decades of investment experience to advise middle-income and high net worth individuals and small businesses in pursuing realizing their investment and financial goals. With a strong focus in relationship building and integrity, he has been able to build a faithful and successful practice throughout his tenure as an advisor.

Douglas acts as “general contractor” to investment plans, by working with other professionals to help ensure investments are aligned with future goals. This is made possible through the resources of Wells Fargo Advisors, LLC along with his experience. His investment philosophy concentrates around risk management to help prevent unnecessary volatility in a portfolio that is custom tailored to the needs of the client.

He is experienced in retirement planning on equities, mutual funds, tax-advantaged municipal bonds, competitive –yield corporate bonds, convertible securities, zero-coupon bonds and managed money. His specialization lies within retirement consulting.

- **Geni Cobb**: Geni Cobb has worked in the education system for many years. She has worked for a variety of K-12 public schools and colleges such as Los Angeles Valley College and California State University Northridge in various positions. She currently volunteers her time at two non profits; Meeting Each Need with Dignity (MEND) and Chrysalis where she works heavily with the homeless and low income populations. Geni also volunteers at numerous conferences and city events. She holds two BA degrees from CSUN. One in Chicano Studies and the other being in Deaf studies. Continuing with her studies, Mrs. Cobb also received her masters degree from CSUN in Educational Psychology with an emphasis in school counseling and holds a pupil services credential. She also has a post graduate certificate in college counseling and student services. Her passion is to assist students and families who live in underserved communities.

Responsibilities of the Board with input from the Charter School’s Leadership Council (“SLC”) include, but are not limited to the following:

- Adopting, evaluating, and updating school policies consistent with the law and Student Empowerment Academy’s mission;
- Adopting a fiscally responsible budget based on the Charter School’s vision and goals;

- Review of decisions from Student Empowerment Academy’s SLC for the hiring of Charter School personnel or independent contractors;
- Monitoring the fiscal health of Student Empowerment Academy on a regular basis and approving budget expenditure recommendations in excess of ten thousand dollars (\$10,000);
- Approval of annual fiscal and performance audits;
- Adoption of school calendar and the scheduling of Board meetings;
- Development of Board policies and procedures Development and approval of the annual budget;
- Review of requests for educational field trips;
- Review curriculum changes recommended by the local school leadership council
- Maintaining accountability for student learning by monitoring student data as presented by administrative team;
- Ensuring that procedures around safety and provision of educational environment exist and are implemented effectively; Hiring, supervising, and evaluating administrators, with recommendations by local school leadership council, and if necessary, terminating;
- Meeting corporate requirements;
- Overseeing and approving Student Empowerment Academy’s annual budget, fiscal affairs, and audits;
- Review of quarterly financial reports;
- Election of Board members;
- Assessing and determining salary increases;
- Overseeing the dispute resolution and compliant procedures when necessary;
- Approval of proposed charter amendments, with material revisions to be submitted for approval by the chartering agency, pursuant to Education Code Section 47607;
- Approval of personnel discipline (suspensions or dismissals) as needed;
- Appointment of an administrative panel to act as a hearing officer to make findings of fact regarding a recommendation of student expulsions, and as necessary, take final action on student expulsions; and,
- Creation of Board Advisory Councils and sub-committees as needed.

The Board may initiate and carryout any program, activity or may otherwise act in any manner which is not in conflict or inconsistent with, or preempted by, any law and which are not in conflict with the purposes for which California public schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

#### **4. Process for Selecting Board**

The selection process of members of the Board of Directors shall be conducted through nomination by a Nominating Committee. The Nominating Committee may include members from the Board of Directors, the Local School Leadership Council, as well as parents and community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Board, and the Board by majority vote will make the final selection.

Board members will serve for a term of three (3) years. There shall be no fewer than five (5) or more than nine (9) seated members on the Board of Directors. At the end of third (3rd) year, for staggering purpose and as drawn by lottery, no fewer than two (2) or more than three (3) of the members' terms will end. At the end of the fourth (4th) year, a different two (2) to three (3) members' terms will end, and at the end of the fifth (5th) year the remaining one (1) to three (3) members' terms will end. This way, at any given time, approximately 2/3 of the Governing Board members will continue to serve on the Board. However, upon expiration of their terms, the Board members may be reelected to serve additional terms.

#### **5. Board Meeting Frequency**

The Board of Directors will meet at least once a month to review the Charter School's achievements and provide support in achieving the Charter School's short term and long term goals. The Board is responsible for sound management of the Charter School's resources and is accountable for student learning goals. This oversight will ensure the success of the Charter School.

#### **6. Procedures for Posting Meeting Notices, Distributing Agendas, and Recording Minutes**

All meetings will be scheduled in advance and will be at the Student Empowerment Academy campus, with a live video and interactive feed to the other location. All regular meeting dates, times and agendas will be posted in the Charter School's office and on its website at least 72 hours prior to a regular meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required, which will be kept in a binder in the Charter School's main office for public inspection.

Committee meetings will also be held in compliance with Brown Act requirements.

## 7. Leadership and School Operations

Charter School-based decision-making as realized through the School Leadership Council and its committees will comply with the requirements of the Brown Act and is designed to:

- Ensure that all decisions regarding policy and practice made at Student Empowerment Academy have a single focus, which is to achieve the learning outcomes delineated for students in the charter;
- Ensure that staff members are involved in the decision-making process at the Charter School;
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process;
- Ensure long-term effectiveness of local school control and accountability;
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at the Charter School; and,
- Ensure that Student Empowerment Academy's principal is an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Board will have final authority.

### a) *Councils and Council Sub-Committees*

The role of the principal in the School Leadership Council and all sub-committees is to help support and maintain Student Empowerment Academy's vision and also be the conduit to the Board for recommendations or requests. In the interest of creating a large base of input from the staff and to ensure that grade level and program needs are met, whenever possible a different representative will be selected for each of the SLC sub-committees.

During the first 3 weeks of each school year new representatives will be elected for the committees by school staff or parents (voted on by their peers). Recognizing that the first year of teaching is a crucial one, first year teachers will not be required to serve on committees.

Interested teachers will be nominated or nominate themselves and the teaching staff will select its representatives.

Charter schools are not required to establish a School Site Council (Education Code 47610) as defined by the Education Code. SEA recognizes that if it receives Federal Title I funds, it must comply with federal requirements. Categorical funding, as with other budgets are under the purview of the School Leadership Council.

### b) *Day-to-day Decision Making*

The day-to-day decisions of the Student Empowerment Academy will be managed by the Charter School's Administrative team as determined by their assigned duties and responsibilities.

### c) *School Leadership Council*

Recognizing that “hierarchical decision-making has tended to reduce the effectiveness and productivity of the teachers in educating pupils,” Education Code Section 44666(b)(1), the School Leadership Council will be the mechanism for Expanded School-Based Management in order to ensure that a more collaborative decision-making process will result in more effective teaching and pupil learning.

Student Empowerment Academy intends to fully realize the goals of the State Legislature in enacting Education Code Sections 44666-44669, to create a complete Expanded School-Based Management Model program increasing teachers’ decision-making authority in responsibilities that affect their ability to teach. Therefore, through the School Leadership Council, teachers at Student Empowerment Academy will be actively involved in all of the following procedures (find in parentheses, the applicable sub-committee responsible for each activity):

1. Recommendation of new teachers to be hired through the Human Resources Committee. (Human Resources Committee)
2. Creating and recommending a sound and responsible budget to the Board for adoption that limits not more than 7% of revenue for Central Office functions including, but not limited to Human Resources, Fiscal Services, All District/State Reporting, and Legal Services. (Human Resources Committee)
3. Selection of textbooks and curricular areas for improvement. (Curriculum and Instructional Committee)
4. Tailoring and coordination of curriculum and instruction across grade levels and within departments at the school-site level. (Curriculum and Instructional Committee)
5. Establishment of pupil discipline policies;
6. Design and conduct of staff development programs and policies. (Curriculum and Instructional Committee)
7. Assignment of pupils and scheduling of classes. (Curriculum and Instructional Committee)
8. School-wide problem solving and program development. (Parent and Community Partnerships and Instructional Committee)
9. Organization of the Charter School for effective instruction. (Curriculum and Instructional Committee)
10. Development of procedures designed to institutionalize teacher involvement in decision-making. (Human Resources Committee)
11. Advise to the roles and functions of teachers, administrators, and non-certificated employees at the school site. (Human Resources Committee)
12. Determining procedures for increasing student involvement (Student Government)

### **School Leadership Council Composition**

Charter School Size	# of Members	Teachers	Principal	Parent/Comm. Rep	Student	Non-Certificated
6 or fewer	8	3	1	2	2	0

teachers						
7 or more teachers	12	4	1	3	3	1

SLC teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Non-certificated and parent representatives will be elected once every two years. The non-certificated representative will be elected by his/her peers and parent representatives will be elected by the parents of Student Empowerment Academy. A Parent and Community Partnerships Committee representative will facilitate the elections of parents.

From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least 72 hours notice. SLC meeting agendas will always be posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision-making is that consensus is crucial to building stakeholder buy-in. SLC members will strive to reach decisions by consensus.

SLC meetings will be scheduled monthly.

d) **Curriculum and Instructional Committee**

The Curriculum and Instructional Committee will act as a sub-committee of the Charter School Leadership Council and advisory body to the Charter School Principal. The Committee will have purview over:

1. The selection of curricular areas for improvement;
2. Tailoring and coordination of curriculum and instruction across grade levels and within departments at the school-site level;
3. Assignment of pupils and scheduling of classes;
4. School-wide problem solving and program development;
5. Organization of the Charter School for effective instruction; and
6. Staff development programs and policies.

It will make recommendations to the SLC about the Student Empowerment Academy’ educational and instructional program and develop curriculum and Staff Development plans. It will address the educational needs of English learners, gifted and talented students, and students with special needs. Additionally, the Committee will keep teachers and staff abreast of new research, strategies and techniques that are geared to improve student achievement. The Committee will be involved in seeking out and attending cutting-edge workshops and conferences, and encourage the participation of faculty and parents.

Curriculum and Instructional Committee teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Parent representatives will be elected once every two years. Parent representatives will be elected by the parents of Student Empowerment Academy. The parent involvement committee representative will facilitate the elections of

parents. This committee will meet monthly.

Curriculum and Instructional Committee includes:

- The Charter School's principal;
- 1 teacher from each grade level;
- 1 teacher representing each program (ELA, Math, Science, SS, VAPA, PE); and,
- 2 parent representatives;
- 1 site advocate

e) **Parent and Community Partnerships Committee**

The Parent and Community Partnerships Committee ("PCPC") will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. In conjunction with Instructional Committee the PCPC will have purview over school-wide problem solving and program development.

Parents will be partners in the education of their children and will be encouraged to actively participate in the Charter School's decision-making processes. In addition, community partnerships will be key to the success of the Charter School. The purpose of the PCPC is to coordinate all parents and community activities associated with the Charter School.

Additionally, PCPC will recruit volunteers, engage parents in educational issues that affect their children and the Charter School in general, and assist in fundraising and other school associated activities. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. Teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. The non-certificated representative will be elected once every two years. The non-certificated representative will be elected by his/her peers. The PCPC will meet monthly.

Parent Involvement Committee includes:

- The Charter School's principal;
- All parents;
- 2 teachers; and
- 1 non-certificated representative.

f) **Human Resources Committee**

The Human Resources Committee (HRC) will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. The committee will have purview over:

1. Recommendations for hiring of new teachers to the SEA Board;
2. Organize Peer-Observations that will be a piece of the Principal's teacher evaluation matrix;
3. School staff will give evaluative feedback annually on the practice and performance of the administrator(s);

4. Development of procedures designed to institutionalize teacher involvement in decision-making; and
5. Advise to the roles and functions of teachers, administrators, and non-certificated employees at the school site.

The HRC will be in charge of recruiting, interviewing, and recommending all new teachers to the SEA Board for hiring. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the Principal and Board.

The HRC teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Non-certificated and parent representatives will be elected once every two years. The non-certificated representative will be elected by his/her peers and parent representatives will be elected by the parents of Student Empowerment Academy. The parent involvement committee representative will facilitate the elections of parents. This committee will meet on an *as needed* basis.

The Human Resources Committee includes:

- The Charter School's principal;
- 2 teachers; and,
- 1 non-certificated representative;
- 1 site advocate

g) **Student Government**

The Student Government ("SG") will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. The committee will have purview over:

1. Processes for encouraging student engagement (Attendance, CST and CAHSEE scores etc.);
2. Development of events for the student body to participate; and
3. Organizing school-wide assemblies.

The Student Government will be an integral part of the decision making recommendations for increasing student engagement. They will assist in creating events for the students including school dances as well as school assemblies that will promote higher attendance or test scores.

The Student Government will be led by a teacher elected by their fellow teachers every two years. The students will be elected every year. Four students will be elected by the student body as a whole with two additional students being elected from each advisory representing every grade level on campus. This committee will meet once a week during the Advisory class period (see schedule above).

The Student Government includes:

- 1 teacher;
- 4 student officers;

- 2 additional student representatives from each different Advisory class

## **8. The Role of the Principal**

The responsibilities of the Principal include, but are not limited to:

- To carry out the mission and vision of the Charter School
- To implement policies and procedures established by the SLC
- Attend meetings of the SLC, or Charter School committees as desired
- Recommend hiring to the Board of non-administrative certificated and non-management non-certificated staff members through the Human Resources Committee
- Participate in the supervision, evaluation, and support of certificated and non-certificated employees
- Teach or team-teach as needed
- Serve as the instructional leader
- Liaison and advocate to the Board on behalf of the Charter School
- Community relations
- Lead and participate in recruitment efforts

## **9. The Role of the Assistant Principal (Fiduciary & Program Analyst)**

The responsibilities of the Assistant Principal include, but are not limited to:

- Onsite financial manager
- Gather, analyze, and communicate school and student data to school and Board
- Teach or team-teach as needed
- Attend meetings of the SLC, or Charter School committees as needed
- Participate in the supervision, evaluation, and support of certificated and non-certificated employees
- To implement policies and procedures established by the SLC
- Liaison and advocate to the SEA Board on behalf of the Charter School
- Participate in recruitment efforts
- Delineate and build advisory curriculum resources in the SEA school library with the Charter School counselor

In case of emergencies, the Assistant Principal will assume duties and responsibilities of the Principal.

## **10. The Role of the Counselor**

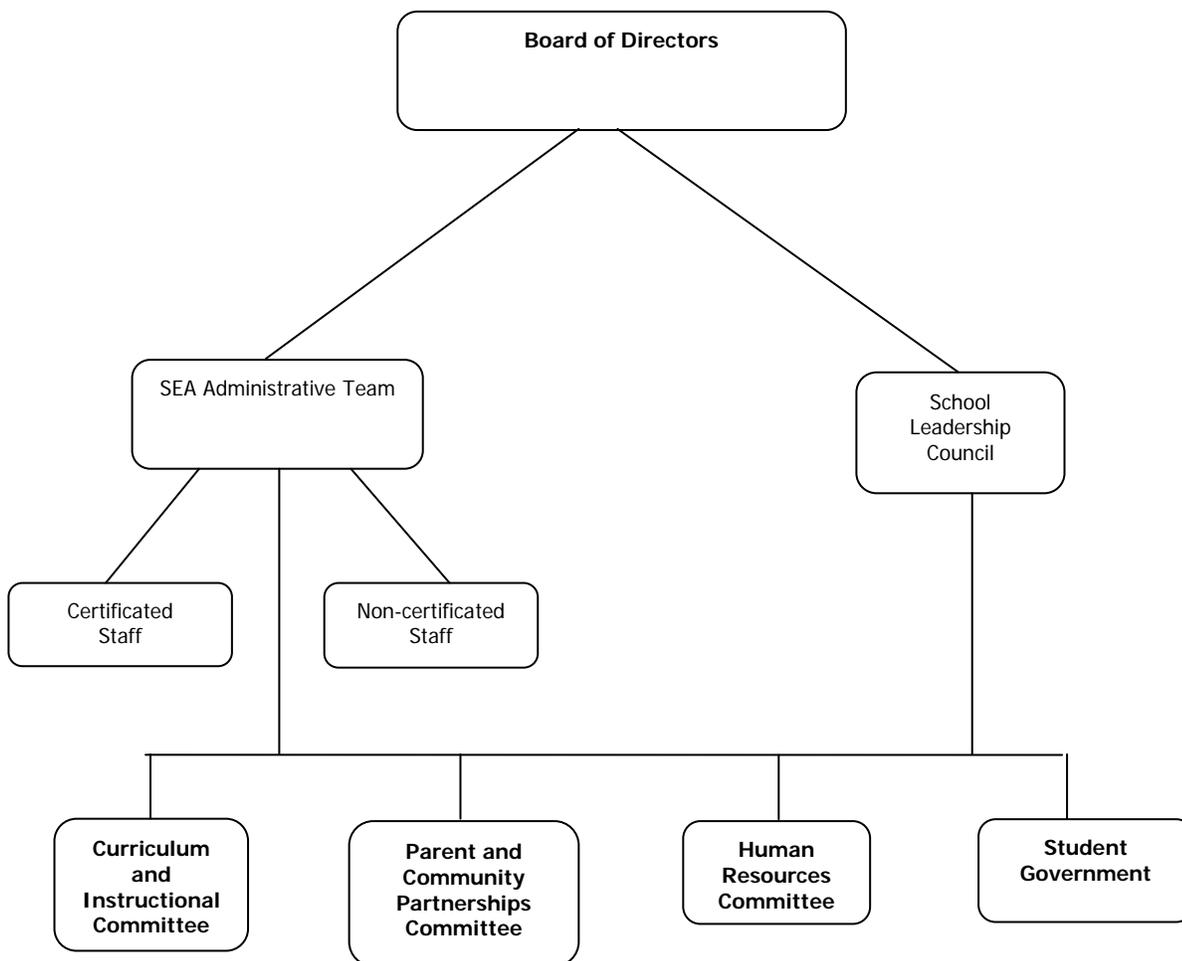
The responsibilities of the Counselor include, but are not limited to:

- Create master schedule and matrix

- Programming class schedules
- Being present in meetings in which presence is needed (IEP, parent conferences, etc)
- Maintain communication with parents and students about academic goals and plans, including, but not limited to, the IGP
- Provide guidance and resource support with college and career plans and options
- Counsel students with behavioral problems and emotional/mental needs
- When necessary, provide resources off-campus for further support to families
- Provide collaborative strategies with parents, teachers, and administrators to increase student success
- Identify and report any cases of neglect or abuse
- Delineate and build advisory curriculum resources in the SEA school library with the Assistant Principal

In case of emergencies, the Counselor may assume duties and responsibilities of the Principal.

## **11. Organizational Chart**



## 12. Process for Ensuring Parent Involvement

The Charter School believes that the only way to maximize opportunities for a child’s academic success is to involve his or her family. Because family is a key component of culture, we believe that understanding the families represented at SEA must be a part of our parent and family engagement process. In addition to establishing Advisory Committees where parents are able to voice their ideas and concerns, we will create multiple ways in which parents can earn hours towards the minimum requirement of total volunteer hours necessary to support their child/children.

Every year, we plan on surveying our parents to find the best way to communicate information to our families including hours that work for the majority of working and non-working family members. We also want to take into account the different languages represented and the best way to communicate with our parents. Surveys and record keeping of all activities will be done and maintained via Advisory.

Some of the basic means to deliver information and for parents to acquire service hours include attendance to the following events:

- Parent Workshop Series (Supporting my child’s transition to high school, Understanding HS grading and credits systems, HS Graduation Requirement, Staying on top of my child’s grades, Making a Reader out of my teen child, Social Media and Parents, College

Costs What?)

- Parent Conferences
- Coffee or Tea With Faculty Members
- Holiday Family Celebration
- Attending Fieldtrips
- Participating in Projects
- Community Days at SEA
- Awards Ceremony

Parents are encouraged to honor 30 service hours per year per family (in the case of siblings). Parents who cannot meet the encouraged hours of service will arrange an Alternative Involvement Plan with the school. Hours will be tracked by advisor and received from other teachers and staff for updates the hours.

### **13.District Required Language**

The Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The Charter School will comply with the Brown Act.

Members of the Charter School's executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School board pursuant to Education Code section 47604(b).

### **Grievance Procedure for Parents and Students**

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional

organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **LAUSD Charter Policy**

The Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

### **Responding to Inquiries**

The Charter School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The Charter School and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

### **Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the Charter School.

## **ELEMENT FIVE: Employee Qualifications**

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

Student Empowerment Academy believes that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **1. Employee Recruiting and Hiring Process**

The process for recruiting Charter School employees shall include, but may not be limited to:

- Advertising in local newspapers, professional journals, internet, and on radio;
- Providing request for employment information at job fairs and on college and university campuses; and
- Via word-of-mouth.

The process for hiring teachers includes establishing an interview committee for each candidate. This committee will be comprised of the Human Resource committee or personal designated by this committee. The Human Resource Committee will develop a rubric scoring guide to be used by each hiring committee.

While the Principal will be accountable to the Governing Board, the teachers will participate in the ownership of the educational program and will be held accountable for the roles they play in supporting the success of the Charter School's programs. However, the responsibility for all school activities is that of the Board of Directors with oversight provided by the District.

### **2. Job Descriptions, Qualifications, Roles and Responsibilities**

The following are preliminary school employee job descriptions, including qualifications, roles and responsibilities:

#### **All Teaching Staff**

Qualifications for the Charter School's teaching staff members will include:

- a) Belief in the Charter School's mission;
- b) Love of students, enthusiasm for teaching and learning, the belief that each student can and will succeed and the willingness to do what it takes to make that happen;
- c) Collaboration with other staff members to define ongoing professional development strategies consistent with individual professional development plans;
- d) Participation in peer evaluation process; providing input on related employment decisions and the selection process for new staff and related decisions;
- e) Attend ongoing training on PBL as provided by the school and the NTN national conference on an annual basis;

- f) Participation in decision-making and related problem solving activities in all aspects of school operations including staffing, development of the school calendar, school budget and continuous school improvement
- g) Agree and sign the SEA Teacher Compact; and,
- h) Current certification in First Aid and CPR as needed.

### **Principal**

The Principal will be the Charter School's leader and will report directly to the SEA Board. He or she will be a part of the administrative team that serves as the liaison between the Board and the Charter School's staff and will work closely with the Board to implement the Charter, with responsibility and accountability for but not limited to:

- a) Implementation of the Charter School's mission and educational program;
- b) Replication of the PBL model;
- c) Monitoring enrollment and average daily attendance;
- d) Student discipline and participate in the suspension and expulsion process as appropriate;
- e) Participation in special education meetings;
- f) Completion and submittal of required data/documents as requested or required by the Charter, the Board, and/or the District;
- g) Actively participate at all New Tech Network events, such as Principals Leadership meeting, to foster relationship with New Tech Network; and,
- h) Attendance at District administrative meetings as requested by the District and staying in direct contact with the District regarding all matters concerning the Charter School;

### **Minimum Qualifications:**

- a) Demonstrated ability to lead and delegate responsibilities;
- b) Demonstrated ability to network with outside organization or community partners;
- c) Excellent written and verbal communication skills;
- d) A valid California Administrative and/or Teaching Credential;
- e) Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and,
- f) Positive references from previous employers.

### **Preferred Qualifications:**

- a) Demonstrated ability/experience in operating a charter/small school;
- b) Experience in STEAM-related education/industries;
- c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;
- d) Visionary leader that can inspire and model effective collaboration that contributes to a vibrant democratic learning community;
- e) Minimum five years of verifiable experience performing program administration and professional-level analytical work; and,
- f) Recognition of the challenges facing public education and a working knowledge of its current issues.

### **Assistant Principal (Fiduciary and Program Analyst)**

The Assistant Principal will be the Charter School's onsite financial manager and program analyzer and will report directly to the SEA Board. He or she will be a part of the administrative team that serves as the liaison between the Board and the Charter School's staff and will work closely with the Board and principal to implement the Charter, with responsibility and accountability for but not limited to:

- a) Implementation of the Charter School's mission and educational program;
- b) Replication of the PBL model;
- c) Gather, analyze and interpret qualitative and quantitative student data as well as suggesting new methodologies to help improve instructional program;
- d) Maintain and share records of progress monitoring and interventions provided to identified student subgroups (ELs, RFEPs, At-Risk, academically high-achieving, low socioeconomic status, special education)
- e) Provide ongoing support to school staff related to the Single Plan for Student Achievement development, implementation, and evaluation;
- f) Completion and submittal of required data/documentation as requested or required by the Charter, the SEA Board, and/or the District;
- g) providing and interpreting financial information;
- h) developing financial management mechanisms that minimize financial risk;
- i) conducting reviews and evaluations for cost-reduction opportunities;
- j) liaising with auditors to ensure annual monitoring is carried out;
- k) producing accurate financial reports to specific deadlines;
- l) managing budgets;

#### **Minimum Qualifications:**

- a) Demonstrated ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups;
- b) Knowledge and understanding of the instructional needs of students at both ends of the spectrum, from at-risk students including educationally disadvantaged students to the gifted and talented students;
- c) Experience with effective implementation of intervention programs;
- d) A valid California Administrative and/or Teaching Credential;
- e) Excellent written and verbal communication skills;
- f) Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and,

#### **Preferred Qualifications:**

- a) Training in project based learning
- b) Experience in STEAM-related education/industries;
- c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;
- d) Model effective collaboration that contributes to a vibrant democratic learning community;
- e) Minimum one year of verifiable experience performing program administration and professional-level analytical work; and,

- f) Recognition of the challenges facing public education and a working knowledge of its current issues.

**Counselor:**

The Counselor will be the Charter School's main student academic adviser and can report directly to the SEA Board. He or she will be a part of the administrative team that serves as the liaison between the Board and the Charter School's staff and will work closely with the Board and principal to implement the Charter, with responsibility and accountability for but not limited to:

- a. Create master schedule for the school
- b. Program class schedules for incoming and returning students
- c. Coordinate and facilitate IEP meetings, when necessary
- d. Hold parent, student, and teacher conferences due to academic, attendance, and or behavioral problems
- e. Provide guidance for graduation and assist students with career planning options
- f. Conduct presentations to parents and students on college entrance requirements and or scholarships and financial aid
- g. Assist students with UC, Cal State, and City college applications, recommendations, scholarships, and financial aid.
- h. Help students to understand and overcome social or behavioral problems through individual and group counseling
- i. Help students set realistic goals and develop a plan to achieve them
- j. Develop strategies with teachers, administrators, and parents to help students succeed
- k. Identify and report possible cases of neglect or abuse
- l. Refer students and parents to resources outside the school for additional support

**Minimum Qualifications:**

- a. Possess a Pupil Personnel Services, School Counseling Credential
- b. Demonstrated ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- c. Knowledge and understanding of the instructional needs of students at both ends of the spectrum, from at-risk students including educationally disadvantaged students to the gifted and talented students
- d. Experience with effective implementation of intervention programs.
- e. Excellent written and verbal communication skills;
- f. Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and
- g. Experience with scheduling a school master and matrix.

**Preferred Qualifications:**

- a) Training in project based learning
- b) Experience in STEAM-related education/industries;
- c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;

- d) Model effective collaboration that contributes to a vibrant democratic learning community;
- e) Minimum one year of verifiable experience performing program administration and professional-level analytical work; and,
- f) Recognition of the challenges facing public education and a working knowledge of its current issues.

### **Teacher (Advisor)**

Teachers will be responsible for but not limited to:

- a) Creating an effective advisory group system with appropriate community building, behavior management and conflict resolution strategies;
- b) Working collaboratively with students and parents to develop IGPs with high expectations and challenging goals and related benchmarks;
- c) Insuring each student in the Advisor's advisory group stays on track according to his/her IGP;
- d) Determining the appropriate complement of teaching and learning strategies, daily scheduling to meet student's needs, and regular monitoring and reporting of progress of each student in the teacher's advisory group and making necessary modifications to facilitate attainment of each student's IGP goals;
- e) Supporting students in developing and managing their projects utilizing a project management tool to monitor how student time is spent, progress toward goals, documentation of achievement, and development of portfolios;
- f) Providing subject area expertise communicating the appropriate content knowledge to each student through classes, workshops and other learning activities as needed;
- i) Facilitating project-based learning aligning content classes and various teaching and learning strategies with California Content Standards and Common Core Standards and course/graduation requirements;
- j) Using multiple assessment strategies and resulting data to drive teaching/learning strategies and to ensure continuous improvement of student learning;
- k) Replication of the NTN PBL model (Reference to PBL scaffolding checklist and Teacher rubric); and,
- l) Organizing and maintaining classroom systems/procedures to further support all students being fully engaged in learning.

### *Minimum Requirements:*

In addition to the below requirements, teachers of core classes, ~~college preparatory subjects~~ (A-G: English/language arts, math, science, world languages, visual and performing arts, and history/social science) will hold a Commission on Teacher Credentialing certificate and shall be Highly Qualified pursuant to No Child Left Behind. As specified in California Education Code § 47605(l), the charter school will have a minimum requirement of a bachelor's degree and have relevant subject-matter expertise for teachers in non-core and seventh period elective classes. In addition to an appropriate Teaching Credential other minimum requirements are:

- a) Bachelors Degree (B.A., B.S. or equivalent) from an accredited college or university, or in the case of non-core subjects, relevant work experience within the professional field in which the candidate will be teaching;
- b) Cross-Cultural Language and Academic Development Certificate;

- c) Agree and sign the SEA Teacher Compact;
- d) Demonstrated ability to work with diverse youth in an educational, social and/or recreational setting;
- e) Excellent written and verbal communication skills; and,
- f) Positive references from most recent employment and/or college, university or graduate school.

*Preferred Requirements:*

- a) Training in Project based learning;
- b) Experience in STEAM-related education/industries;
- c) 2+ years working with students as a teacher, teacher intern, or teaching assistant;
- d) Ability to analyze qualitative and quantitative student data;
- e) Masters Degree (M.A., M.S. or equivalent) from an accredited college or university; and,
- f) Knowledge of child cognitive development and different learning styles.

Within the provisions of the law, the Board of Directors will allocate to the Charter School's hiring committee the duties of recruiting, interviewing, and hiring anyone at any time who has the best qualifications to fill any of its staff vacancies. In addition the charter School will train all incoming teachers concerning protocols of any State Mandates, such as Child Abuse Awareness and Reporting, prior to teacher assignment. The Board will have final hiring approval authority regarding any new potential Charter School employee.

**Para-Professional(instructional aides)**

Student Empowerment Academy may also employ paraprofessionals/instructional aides to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the Charter School's Principal.

Para-Educators will act in a similar manner as paralegals act within a law firm in that they will work under the direct supervision of Teachers/Advisors. In hiring paraprofessionals, the Charter School shall be in compliance with No Child Left Behind (Section 1119 (c) and (d)). They will be responsible and accountable for but not necessarily limited to:

- a) Collaborating with teachers, students and parents to develop, monitor and modify IGPs;
- b) Supporting students in developing and managing their student projects;
- c) Providing additional support to teachers in aligning students with their projects and other learning activities concerning California content standards and course/graduation requirements;
- d) Facilitating workshops (non-core or non-college preparatory learning activities);
- e) Supporting teachers in organization of systems and procedures to further support all students; and,
- f) Collaborating with teachers in evaluating students' progress;

*Minimum Requirements:*

- a) Associate Degree from an accredited college or university, or at least two years verified

successful experience within a specific career field in which they will be involved at the Charter School;

- b) Experience working with students in an educational or social/recreational environment;
- c) Demonstrated ability to work effectively with diverse groups of individuals;
- d) Excellent written and verbal communication skills; and,
- e) Positive references from previous employers.

*Preferred Requirements:*

- a) BA degree or equivalent from a four-year college or university;
- b) Ability to analyze qualitative and quantitative student data;
- c) Bilingual; and
- d) Knowledge of child cognitive development and different learning styles.

**Specialist (SPED/Intervention)**

Specialists, when needed, will be responsible and accountable for but not necessarily limited to:

- a) Working collaboratively with Teachers, Para-Educators, students and parents to develop IGP's with high expectations, challenging goals and related benchmarks for special needs students;
- b) Supporting special needs students in developing and managing their projects;
- c) Meeting with Advisors, Para-Educators, students and their parents as needed to discuss student progress;
- d) Assisting Advisors, Para-Educators and students in facilitating standards-based activities;
- e) Conducting seminars, workshops, remediation (intensive one-on-one or small group intervention in core academic subjects), enrichment, and technology as needed;
- f) Supporting Advisors and Para-Educators in using multiple assessment strategies and resulting data to drive teaching/learning strategies and to ensure continuous improvement of student learning;
- g) Collaborating with Advisors on developing and implementing I.E.P.s, 504 plans and related timelines, tracking systems, paperwork and data reporting for special needs students as mandated by LAUSD; and,
- h) Participating in special education, Board and District meetings if applicable.

*Minimum Requirements:*

In addition to the below requirements, teachers of core classes (A-G: English/language arts, math, science, world languages, visual and performing arts, and history/social science) will hold a Commission on Teacher Credentialing certificate and shall be Highly Qualified pursuant to No Child Left Behind. As specified in California Education Code § 47605(1), the charter school will have a minimum requirement of a bachelor's degree and have relevant subject-matter expertise for teachers in non-core and seventh period elective classes. In addition to an appropriate Teaching Credential other minimum requirements are:

- a) Bachelors Degree (B.A., B.S. or equivalent) from an accredited college or university, or in the case of non-core subjects, relevant work experience within the professional field in which the candidate will be teaching;
- b) Demonstrated ability to work with diverse youth in an educational, social and/or recreational setting;

- c) Excellent written and verbal communication skills;
- d) Positive references from most recent employment and/or college, university or graduate school; and

*Preferred Requirements:*

- a) Masters Degree (M.A., M.S. or equivalent) from an accredited college or university;
- b) 2+ years working with students as a teacher, teacher intern, or teaching assistant;
- c) Ability to analyze qualitative and quantitative student data;
- d) Bilingual; and
- e) Knowledge of child cognitive development and different learning styles.

**Office Manager/Secretary**

The Office Manager/Secretary will be responsible and accountable for but not necessarily limited to:

- a) General office administration, clerical and receptionist duties;
- b) Working closely with the Principal and/or business service provider on accounts payable/receivable, payroll, personnel, employee benefit and other administrative related issues;
- c) Supporting documentation and reporting of daily attendance; and,
- d) Serving as the health aide maintaining health logs, student medical/immunization records and inventory of first aid and emergency preparedness supplies.

*Minimum Qualifications:*

- a) Post high school education or training in office administration;
- b) At least two years' demonstrated experience in office administration;
- c) Strong interpersonal and organizational skills;
- d) Computer literate and proficient with Microsoft Word and Excel; and,
- e) Positive references from previous employers

*Preferred Qualifications:*

- a) Associates Degree, or equivalent;
- b) Education or training in bookkeeping;
- c) At least two years demonstrated experience in office administration in a public school setting;
- d) Bilingual; and
- e) Proficiency with Microsoft Office and other public school-specific software (e.g. to support attendance accounting).

**3. Credential Monitoring Process**

The Charter School will maintain current copies of all teacher credentials by storing originals in locked file cabinets and converting them into digital format and storing them in a secured computer file so they will be readily available for inspection and monitoring. The Charter School will also comply with NCLB requirements for all its teachers and paraprofessionals.

#### **4. Employee Compensation**

The salaries, benefits, working conditions and other affairs concerning the Charter School's staff such as holidays, vacations, workday, and year schedule has been determined by the Board and published in the employee handbook. However, it is the intent of the Board of Directors that Charter School staff salaries, benefits and other conditions will be equivalent to or exceed those of the staff of similar schools within the jurisdiction of LAUSD.

#### **5. Process for Performance Evaluations**

The Principal will evaluate all employees at the site using the evaluation system that is outlined in the employee handbook. All employees will participate in a 360° evaluation process using performance based assessment systems and matrixes. This data will be utilized by the Principal in the evaluation. The Principal of the Charter School will be evaluated by the Board.

Other than as described above, the process for performance evaluations will include but may not be limited to:

- Teachers working collaboratively to further define their respective roles, responsibilities, expectations, and accountabilities as such activities relate to individual roles and his/her role as a professional educator;
- Each teacher will develop an individual Professional Development Plan (PDP) based on his/her needs as such needs relate to the Charter School's governance and learning model;
- Teachers will develop a plan for evaluations and related timelines to provide a complete picture of their performance and the performance of the Charter School as a whole.

Results from evaluations will help inform future professional development plans, both individual and school-wide – and development of a continuous improvement plans for the educational program and school operations.

## **ELEMENT SIX: Health and Safety Procedures**

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix E.

The following is a summary of the health and safety policies of the Charter School:

### **Procedures for Background Checks**

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

### **Role of Staff as Mandated Child Abuse Reporters**

Student Empowerment Academy will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All Student Empowerment Academy employees will be mandated child abuse reporters. School staff members must report to the proper authorities any unusual activities they suspect are or have been occurring to a student that includes, but may not be limited to:

- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and,
- Abuse in out-of-home care.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

## **Immunizations**

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

## **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

## **Vision, Hearing, and Scoliosis**

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

## **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

## **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

## **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

## **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building

Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

### **Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

### **Safety of Auxiliary Services**

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training. The Charter School's Principal or designee will supervise this process.

### **Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

### **Evidence of Insurance**

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in*

*coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Health, Safety and Emergency Plan**

The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

### **FERPA**

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### **Criminal Background Checks and Fingerprinting**

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection

evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

## **ELEMENT SEVEN: Achieving Reflective Racial and Ethnic Balance**

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

### **1. Outreach Plan**

To attain a racial and ethnic balance at the Charter School that is reflective of the general population residing in the District, an outreach effort to recruit new students will be launched each year and will include, but may not be limited to the following methods: informational fairs, flyers, newspaper advertisements, and other appropriate means to inform the public of the Charter School's education programs.

The Charter School will include specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students.

Student Empowerment Academy will actively recruit a socio-economically and ethnically diverse student population, including students who may be deemed academically low achieving, in need of special services, and/or economically disadvantaged. Recruitment of these students will be ongoing and will be consistent with our regular student recruitment efforts in all respects except that there will be separate sections in our recruitment literature and on our website that will emphasize how our education model will be particularly suitable to socio-economically disadvantaged and special needs students because of our teachers' attention to individual student needs.

Student Empowerment Academy will implement an enrollment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment will start in February and extend through May. The recruitment strategies may include but not be limited to the following:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District;
- The distribution of promotional and informational material (in English and Spanish) to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Distribution efforts may include, but will not be limited to:
  - Student Empowerment Academy Website;
  - School newsletters;
  - Flyers/Posters – posted at local middle and high schools, houses of worship, businesses, libraries, sporting events/activities, fairs and festivals, etc.;
  - Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment;
  - Press Releases in local news papers and radio/TV stations;

- Outreach events – Student Empowerment Academy Open Houses and School Tours; and,
  - Information booths at local shopping malls, supermarkets, and community events.
- Informational meetings and presentations may also be held in locations such as local churches, YMCA facilities, community recreation centers, public libraries, etc.

## **2. Geographic Areas**

The geographic areas that will be targeted for our school’s outreach efforts will be the geographic regions of South Park, Central Alameda, Florence-Graham, and Huntington Park.

However, information will be available to any student who wishes to attend the Charter School.

## **3. Languages**

The languages used for our outreach efforts will include, but may not be limited to English and Spanish.

## **4. District Required Language**

### **Court-ordered Integration**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

### **No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and the Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC

program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the Charter School.

As required under NCLB, all NCLB-PSC students attending the Charter School shall have the right to continue attending the Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to the Charter School shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

The Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. The Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at the Charter School under the NCLB-PSC program increases in subsequent years, the Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

### **Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, the Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. The Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

The Charter School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

## **ELEMENT EIGHT: Admission Requirements**

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

### **1. Admission Requirements**

SEA shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the State. After the open enrollment period, if a public random drawing is necessary, then one preference criteria will be based upon residence, as required by law.

All parents of prospective students will be strongly encouraged to attend an orientation meeting with the principal or designee in order to make sure they understand Student Empowerment Academy philosophy, mission and instructional practices and agree to participate fully in the life of the school community. All meetings will be scheduled to allow all stakeholders to participate.

The Charter School's application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is required
2. Completion of a student application form

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

### **2. Public Random Drawing**

Applications will be accepted during a publicly advertised open application period, approximately February 15<sup>th</sup> through April 1<sup>st</sup>, each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission

for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students currently enrolled in the Charter School (exempt)
2. Siblings of enrolled students (exempt)
3. Students of Charter School employees (exempt; limited to 10% of total enrollment)
4. Students who reside in the former attendance boundary of Thomas Jefferson High School (exempt)
5. Residents of the District (2:1 weighted preference by having two entries in drawing pool)

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

### **3. Lottery Procedures**

A lottery committee will be formed by elected representatives from major stakeholder groups, parents, teachers, and staff, to ensure lottery procedures are fairly executed and records documenting the fair execution of lottery procedures are kept on file at the charter school.

1. The lottery will take place within 30 days of closing the open enrollment period (approximately February 15th through April 1<sup>st</sup>).
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a Charter School principal or Board member.
7. The drawing shall continue until all names for that grade level are drawn.

8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing by the administrative team and shall have a maximum of seventy-two (72) hours to respond by telephone, in writing (letter or electronic mail), or in person to the administrative team at SEA's main office. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return must notify the Charter School during open enrollment.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form. Attached as Appendix F, please find the Charter School Application and Enrollment Forms in English and Spanish.

#### **4. McKinney-Vento Homeless Assistance Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

## **ELEMENT NINE: Annual Financial Audits**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

### **1. Annual Independent Financial Audits**

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

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The administrative team, assisted by the back-office services provider, will develop comprehensive and efficient plans and systems to be used to provide information for the audit.

The annual audit will be completed and forwarded to the District (in the manner specified by the District, and/or by mail), the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The onsite financial manager, along with the audit committee, if one is formed, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will promptly submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

### **2. District Required Language**

#### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may

change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the Charter School/facilities use agreements.

### **Balance Reserves**

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.

## **ELEMENT TEN: Suspension and Expulsion Procedures**

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

The Pupil Suspension and Expulsion procedures described herein has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the enumerated offenses language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be available on request at the Principal's office and also printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office and are provided to parents through the Student Handbook.

Suspended students shall not be allowed to participate in school-related activities during the period of suspension.

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### **LAUSD-Specific Language**

SEA shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

SEA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

SEA shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

SEA shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will

result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - iv. A message, text, sound, or image.
    - v. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- vi. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

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

#### **2. Notice to Parents/Guardians**

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

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. No student will be expelled for more than 20 school days per a school year. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The suspended student, parents, and advisory teacher will work together to ensure they are able to access homework and class assignments. Advisory teacher will make contact with other content teachers to inquire materials that are needed to be picked up by the parent at the beginning or end of the day or resources are made available online. Agendas and class resources are provided online so students may easily access their work. Arrangements will be made between teachers and student for submission of work or any make-up tests.

#### **D. Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing, if requested, shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense and makes a recommendation for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity conducting the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing entity from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **G. Record of Hearing**

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

## **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence as presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Board adopts a recommendation to expel a student, the procedures outlined below will be followed. If the Board rejects a recommendation to expel a student, the student shall immediately be returned to his/her educational program. If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

If the Board hears a case and it decides to expel a student, the procedures outlined below will be followed. If the Board decides not to expel a student, the student shall immediately be returned to his/her educational program.

## **I. Written Notice to Expel**

The Principal, within 10 schooldays following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and parent/guardian. This notice shall also

include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SEA.
3. Reinstatement eligibility review date
4. A copy of the student's rehabilitation plan
5. The type of educational placement during the period of expulsion

The Principal or designee shall send a copy of the written notice through fax or electronic mail, or any other means specified by the District, of the decision to expel to the District.

This notice shall include the following:

1. The student's name
2. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, SEA shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors' decision to expel shall be final.

### **LAUSD-Specific Language**

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and

- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

**J. Disciplinary Records**

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

**K. No Right to Appeal**

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

**L. Expelled Pupils/Alternative Education**

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

**LAUSD-Specific Language**

**Outcome Data**

SEA shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **Special Education Students**

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the district and the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?

### **Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.

## **ELEMENT ELEVEN: Retirement Systems**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

### **1. Process by which Salaries, Benefits and Working Conditions will be determined**

All decisions by the Board regarding employee salaries and health and welfare benefits will receive recommendations from the School Leadership Council and Human Resources Committee. These committees include representatives of administrative, teaching and clerical staff. With respect to salaries and benefits, the principal will take the recommendations to the Governing Board who will make the final decision. Similarly, with respect to working conditions, calendar, holidays, vacations, and work year, the principal will take the recommendations of the Leadership Council and the Human Resources Committee to the Governing Board for approval as necessary.

### **2. Retirement Systems**

It will be the responsibility of the Charter School's Principal to ensure that appropriate arrangements for retirement coverage for Student Empowerment Academy employees are made. Student Empowerment Academy shall forward, under the direction of the Charter School's Principal, any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code Sections 47611.3 and 41365. Any reports submitted to LACOE will be in a format acceptable to LACOE.

#### **a) *State Teachers' Retirement System:***

All full-time certificated employees will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required percentage and will contribute the employer's portion required by STRS. All withholding from certificated employees and will be forwarded to the STRS fund as required.

#### **b) *Federal Social Security:***

All full time non-certificated employees will participate in federal social security.

### **3. Process for Resolving Complaints/Grievances**

Persons working at Student Empowerment Academy, who want to file a formal complaint about a violation of their contractual or other legal rights, may present such complaint or grievance to the Charter School's Board of Directors at the culmination of the following (4) four steps:

- a) Informal Conference – Step One: Before filing a formal grievance, the employee is encouraged to make a reasonable attempt to resolve the dispute by means of an informal conference with the immediate administrator.
- b) Grievance – Step Two: A formal grievance must be filed within fifteen (15) days after the grievant knew or reasonably should have known of the occurrence of the facts upon which the grievance is based. Said grievance must be provided in writing, to the immediate supervisor.
- c) Grievance – Step Three: Within three (3) days after the filing of the grievance complaint, the employee and immediate supervisor will meet to discuss the matter and attempt in good faith to resolve it.
- d) Grievance – Step Four: Grievant may present complaint to the Board of Directors. The complaint must be presented in writing and will be addressed during open session of a Board meeting or in closed session in accordance with Brown Act requirements.

## **ELEMENT TWELVE: Public School Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **ELEMENT THIRTEEN: Employee Return Rights**

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

Sick or vacation leave or years of service credit at the District or any other school district will be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT FOURTEEN: Dispute Resolution**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

The staff and governing board members of the Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and the Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	Charter School
c/o School Director	1319 E. 41 <sup>st</sup> Street, Los Angeles, CA 90011

To Director of Charter Schools:	Charter Schools Division
	Los Angeles Unified School District
	333 South Beaudry Avenue, 20 <sup>th</sup> Floor
	Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation

proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **ELEMENT FIFTEEN: Exclusive Public School Employer**

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

The Student Empowerment Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

## **ELEMENT SIXTEEN: Closure Procedures**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

### **Revocation**

The District may revoke the Charter if the Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **Closure Action**

The decision to close the Charter School either by the Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

### **Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the Charter School’s nonprofit corporation and/or governing board.

### *Documentation of Closure Action*

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the Charter School must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the Charter School participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the Charter School's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the Charter School within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

#### *School and Student Records Retention and Transfer*

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide

Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the Charter School has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

#### *Financial Close-Out*

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity if it is aware of any liabilities the Charter School owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the Charter School if it has reason to believe that the Charter School received state funding for which it was not eligible.

The Charter School shall ensure completion of an independent final audit within six months after the closure of the Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the Charter School.

This audit may serve as the Charter School's annual audit.

The financial closeout audit of the Charter School will be paid for by the Charter School. This

audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### *Disposition of Liabilities and Assets*

The closeout audit must determine the disposition of all liabilities of the Charter School. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the Charter School may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

The Charter School Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the Charter School's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Charter School's right to operate as a Charter School or cause the Charter School to cease operation. The Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any

right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

### **Facilities**

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.

- (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the

construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the Charter School is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The Charter School will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

# MISCELLANEOUS PROVISIONS

## 1. Budget and Financial Reporting

*Governing Law:* “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix G, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- a. *Provisional Budget – Spring prior to operating fiscal year*
- b. *Final Budget- July of the budget fiscal year*
- c. *First Interim Projections – November of operating fiscal year*
- d. *Second Interim Projections – February of operating fiscal year*
- e. *Unaudited Actuals – July following the end of the fiscal year*
- f. *Audited Actuals – December 15 following the end of the fiscal year*
- g. *Classification Report – Monthly, the Monday after close of the last day of the school month*
- h. *Statistical Report – Monthly, the Friday after the last day of the school month*
- i. *P1 – First week of January*
- j. *P2 – First week of April*
- k. *Bell Schedule – Annually by September*
- l. *Other reports as requested by the District*

## 2. Administrative Services

*Governing Law:* “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost

for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

### **3. Facilities**

*Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).*

SEA’s occupancy and use of LAUSD facilities are governed by applicable laws (including, but not limited to, Education Code section 47614 (“Proposition 39”)), LAUSD policies and this charter petition. In its first year of operation, SEA will occupy bungalows NT 5, NT 6, NT 7, NT 8, NT 9 (Office), NT 12, NT 13, NT 10, NT 11, B16, B15; three (3) out of five (5) classrooms in the Industrial Art’s Building - NT 1, NT2, NT3 - plus the small counseling office next to the restrooms; and the former Metal Shop building, now NT 4 as exclusive use teaching stations. SEA will have access to the shared use of all other non-teaching station space based on the requirements outlined in LAUSD’s standard Single Year Co-Location Use Agreement. In its second year of operation and thereafter, SEA’s maximum allocation of exclusive use teaching stations at the Jefferson High School Complex will be limited to the classrooms it occupies during its first year of operation unless SEA and LAUSD mutually agree to an alternative arrangement.

### **4. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

## **CIVIL LIABILITY IMPACT**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

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

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

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

## **CONCLUSION**

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2013 through June 30, 2018.