"The Relentless Pursuit of Excellence"

IT TAKES A VILLAGE

Executive Preparatory Academy of Finance, a new school engaged and dedicated to transform the South Central, Los Angeles Community
# EXECUTIVE PREP ACADEMY OF FINANCE

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## ADDITIONAL INFORMATION

- By-Laws
- Articles of Incorporation
- Conflict of Interest Policy
- Proposed Charter School Budget
- Original Signature Page
- Resumes of Lead Petitioners

Sample Textbook List

- Resumes and Questionnaires of Board Members
- Resume of Proposed Principal of Charter School
- Resolution From Board of Directors
- Lottery and Enrollment Forms
- Health and Safety Procedures
- Letters of Support
- CD

G

A

B

C

D

E

F

H/I

J/K

L

M

N

O

Binder

Pocket
AFFIRMATIONS AND ASSURANCES
As the authorized lead petitioner, I, Omar F. McGee, hereby certify that the information submitted in this petition for a California public charter school to be named Executive Preparatory Academy of Finance (also referred to herein as, “EPAF” 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. Executive Preparatory Academy of Finance shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- 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.
STRATEGIES FOR LEARNING

- Executive Prep Academy of Finance will promote self-accountability, professional development and life skills, developing work ethic and discipline, enriching the learning experience while creating opportunities to excel in institutions of higher education.
- Executive Prep Academy of Finance will empower our youth by promoting financial literacy and entrepreneurship.
- EPAF will provide occupation and life skill training self-esteem and leadership development skills
- By developing and implementing the financial literacy curriculum, EPAF will provide an academic curriculum that will promote investment in the community, creating a unified effort to empower and elevate families and the community out of impoverished conditions
- EPAF is governed by California Non-Profit Public Benefit Corporation, Inner City Outreach Inc., located in Santa Monica, California. The EPAF academy program is an innovative program designed to engage youth residing in Los Angeles and living in at-risk conditions in a comprehensive program of leadership development while providing training in financial literacy and entrepreneurship. The program provides these young people the opportunity to build the occupational and leadership skills needed to become economically self-sufficient while becoming contributing members of their families and their communities
- EPAF is committed to helping these youth build their lives through education, economics, and entrepreneurship while representing their community in a positive manner
- EPAF will provide youth the opportunity to experience a business atmosphere while being able to obtain a high school education and diploma in a charter school environment
- EPAF is a 10-month full time college preparatory high school that offers comprehensive services to young adults who are ready to make positive changes in their lives. Our program provides education, counseling, mentorship, life skills, and leadership development opportunities
- EPAF’s high school diploma track will be enriched with financial training and community involvement activities. In addition, EPAF will provide students with resources and support systems to navigate the designed programs develop a sense of empowerment and transition to higher education and full-time jobs.
- EPAF students will learn the value of dedication and the role they can play in strengthening their communities.
FOUNDING GROUP

MANAGEMENT

Omar F. McGee – Founder and Chief Executive Officer

Real estate mogul and Hollywood Film Director, Omar McGee established Inner City Outreach, Inc. His original mission was to provide support to low income and inner city youth in need of financial assistance for post-secondary education. Since its inception in 2000, Inner City Outreach has raised $100,000 which was used to assist more than 30 students to continue their education at colleges and universities across the nation. Mr. McGee has sworn to do his best to help other youth continue their educational aspirations. He began his grassroots work with inner city youth in Washington, D.C. in the year 2000.

Today a successful real estate entrepreneur, Mr. McGee owns property around the country, providing housing for low-income families in Los Angeles, St. Louis, and Flint Michigan. Part of his mission is to offer safe and affordable housing options for families who cannot provide for themselves. As a Los Angeles-based movie director, Mr. McGee worked with a range of renowned figures. He began his directorial debut creating commercials for Black Entertainment Television (BET), which later appeared on the hit television show “Mad Sports.” He won further directorial acclaim with his NBA commercials starring basketball superstar Allen Iverson. In 2006, Mr. McGee took Hollywood by storm with his award-winning documentary “Flintown Kids,” in which he depicted the convoluted labyrinth of everyday street life in Flint. He was the 1999 recipient of the prestigious Paul Robeson Film Festival award for best short film. In 2007, he won Best Docudrama at the New York Independent Film Festival. Just as subjects of his film, Mr. McGee struggled to elevate himself above hardened and dangerous Flint streets and relieve daily pressures of life in his community.

Mr. McGee has achieved much success in his short life and committed himself to reach back to his community and communities around the country to mentor and support inner city youth. Through Inner City Outreach, Inc., he is able to provide a realistic and attainable goal – education.

BOARD OF DIRECTORS

Jamie Burton-Oare – Substitute Teacher, Los Angeles Unified School District

Ms. Burton-Oare is a long-term replacement for Teachers; she creates lesson plans, instructs and guides students in the subject areas of math, science, English, the social sciences, physical education and the arts. Ms. Burton-Oare is an experienced Youth Counselor, having provided counseling for children ages 6-18 for the Maryvale Group Home. She managed incidents ranging from nightmares to 4-point restraints, and aided the children in total care needs. Ms. Burton was a Regional District Sales Manager for General Motors from 1997 through 1999 where she managed more than 80 Parts Department Managers at General Motors Dealerships in the Northeast United States; and promoted General Motors Parts, as well as assisted in sales strategies and serviced the Parts Manager’s needs.

Aquil F. Bayyan, Sr., M. Ed. - Co-Host/Co-Founder, War Room Sports, LLC

Mr. Bayyan is Co-host and Co-Founder of War Room Sports, an Internet Sports Radio Show with a national audience and social media presence. He is a dynamic and engaging professional with experience covering an array of fields. Mr. Bayyan has expertise in the fields of education, finance, marketing, insurance, Real Estate, technology, ministry, coaching, radio, and research. He has work experience in the US, Africa, Mexico, private sector, public sector, and have been able to adapt and show versatility and leadership with or without titles in the positions he has
held. Mr. Bayyan teaches Economics and US Government at Rowlett High School, Rowlett, Texas, and sponsors Senior Leaders and is a TAK Mentor for junior students. Mr. Bayyan has coached boys basketball and football throughout the years during his teaching career.

Mr. Bayyan has excellent interpersonal skills and is able to converse and blend with various cultures. Since 2008, Mr. Bayyan has run Bay Financial Services, LLC and works part-time for CSP Financial Group LLC in Plano Texas where he is a Wealth Strategist, developing financial plans and budgets, life insurance, annuities and mortgage products. Mr. Bayyan’s international work experience includes Hope Worldwide-Hope Youth Core, Mexico city, Mexico Team as a Sports Camp Director in 2001; United States Embassy/Africare, Ouagadougou, Burkina Faso, Africa, where he was Coaches and Youth Basketball Clinic Coordinator, April 2006.

**Nikita Adams – Director of Development-Film, FOXX/KING Entertainment – Los Angeles, CA**

Ms. Adams has extensive experience in the entertainment industry. As Director of Development for FOXX/KING Entertainment since 2006, she supervises all aspects of film development, as well as preproduction, production, and post. This extensive work includes acquiring and developing original material; establishing a development strategy and budget for each project; securing all necessary rights; selecting writers and directors; and collaborating with senior executives to develop financing, production, marketing, and distribution strategies; reading large volumes of dailies, and liaising between FOXX/King and studios.

Ms. Adams cultivates business relationships with veteran writers, actors, and directors as well as attends film markets, festivals, and screenings to identify and acquire new projects and talent. She also works closely with legal affairs to negotiate development and production deals with film studios, intellectual property options; and co-production deals with producing partners. Ms. Adams’ career in the entertainment field encompasses many aspects of the industry, including marketing, freelance producing for E! Entertainment Television, serving as Executive Assistant New Line Cinema and Warner Brothers Television. From 2000 to 2005 Ms. Adams served as Creative Services Producer/Freelance Consultant for the popular Black Entertainment Television (BET).

**Velma Keller – Retired Professional Education Expert – Moreno Valley, CA**

Ms. Keller is a creative professional with proven leadership skills over the past forty years. Her experience in high school teaching and administration with emphasis on academics, counseling, and community based participation, curriculum development, and problem solving in the both the Los Angeles Unified School District and in the state of Texas is extensive. Over the past eighteen years, she contributed to school administration, servicing at risk students using the community college system as motivation to improve achievement, improving student achievement using focus on learning as a platform, identifying critical academic needs, and linking all to data analysis and curricular innovation.

**Claude Tellis – Owner and Chief Executive Officer, Naturade – Tustin, CA**

Mr. Tellis is an experienced professional with a Masters in Business Administration. He is currently the Chief Executive Officer and Owner of Naturade, where he acquired a $13.5mm revenue, originated equity, structured an asset purchase and closed the deal as well as grew the revenues of the company by over 25% in one year. In addition, he is the founder of Healthy Body Products, where he grew the healthy vending machine company targeted at public high schools. With his expertise and Masters in Business Administration, he has a wide-range of understanding in the field.
Founders and Board Member Relevant Experience

<table>
<thead>
<tr>
<th>Role</th>
<th>Curricula</th>
<th>Assessment</th>
<th>School Operations</th>
<th>School Governance</th>
<th>Fund Raising and Grants</th>
<th>Financial</th>
<th>Legal</th>
<th>Business/Management</th>
<th>Gov’t/Politics</th>
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</thead>
<tbody>
<tr>
<td>Omar F. McGee</td>
<td>Founder</td>
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<tr>
<td></td>
<td>Chief Executive Officer</td>
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</tr>
<tr>
<td>Jamie Barton Oare</td>
<td>Board Member</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>Aquil F. Bayyan</td>
<td>Board Member</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nikita Adams</td>
<td>Board Member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vema Keller</td>
<td>Board Member</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claudia Tellis</td>
<td>Board Member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**Element 1: The Educational Program**

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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. *Education Code Section 47605(b)(5)(A)(i).*

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
The address of the Charter School is: The address of the charter school is not yet secured. EPAF is searching for a facility located in the target area of Educational Service Center South.
The phone number of the Charter School is: (310) 467-4175.
The contact person for the Charter School is: Mr. Omar F. McGee.
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: 150.
The grade level(s) of the students the first year will be: 9.
The scheduled opening date of the Charter School is: August 12, 2013.
The admission requirements include:
Executive Preparatory Academy of Finance (EPAF) shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the available openings, entrance shall be determined by a random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.
Enrollment to the school shall be open to any resident of the State of California. If a lottery process is necessary, the following groups of students will receive enrollment preferences as described in Element 8, Admissions Requirements:
1. Children who are LAUSD residents.
2. Siblings of students attending the school.
3. Children of school site staff, not to exceed 10 percent of total enrollment at EPAF.

The enrollment capacity will be: 600.

<table>
<thead>
<tr>
<th>School Calendar</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>First Day of Instruction</td>
<td>August 12, 2013</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>End Mester 1</td>
<td>October 15, 2013</td>
</tr>
<tr>
<td>Mester 2 Begins</td>
<td>October 16, 2013</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 11, 2013</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 28-9, 2013</td>
</tr>
<tr>
<td>End Mester 2</td>
<td>December 20, 2013</td>
</tr>
<tr>
<td>Mester 3 Begins</td>
<td>January 6, 2014</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>January 20, 2014</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 17, 2014</td>
</tr>
<tr>
<td>Mester 3 Ends</td>
<td>March 10, 2014</td>
</tr>
<tr>
<td>Mester 4 Begins</td>
<td>March 11, 2014</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 24-28, 2014</td>
</tr>
<tr>
<td>Cesar E. Chavez Day</td>
<td>March 31, 2014</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>May 20, 2014</td>
</tr>
</tbody>
</table>

The bell schedule for the Charter School will be:
Monday - Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30</td>
<td>Per 1</td>
</tr>
<tr>
<td>9:35 – 11:05</td>
<td>Per 2</td>
</tr>
<tr>
<td>11:05 -11:50</td>
<td>LUNCH</td>
</tr>
<tr>
<td>11:55 – 1:25</td>
<td>Per 3</td>
</tr>
<tr>
<td>1:30 – 3:00</td>
<td>Per 4</td>
</tr>
<tr>
<td>Wednesdays</td>
<td></td>
</tr>
<tr>
<td>3:15-4:30</td>
<td>Teacher Staff Meetings</td>
</tr>
</tbody>
</table>

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

Target Student Population

Executive Prep Academy of Finance proposes to serve high school students of the Greater Los Angeles area. Executive Prep Academy of Finance’s target population is youth who reside in households in the South-central region of the City of Los Angeles and neighboring communities, in Educational Service Center South. It is expected that the students served will come from families with low to medium-low income. Our goal is to establish a rigorous academic program with embedded skills and coursework to maximize the opportunity for the students to enter and excel in institutions of higher learning. It is expected that approximately 95% of our students will participate in free/reduced breakfast and lunch programs at the school (see LAUSD Demographic Information for Prospective Site in Element 1). It is our desire to create a socially and ethnically diverse student body for which we will provide a safe environment in which the exploration of educational opportunities, development of research skills, and enhancement of public speaking and presentation skills will be fostered. Our student enrollment will be reflective of the community that embraces Executive Prep Academy of Finance. Being a public charter school, this unique educational experience is available to any student who wishes to prepare himself or herself for higher education and ultimately to become an exceptional professional.

To address the alarmingly high drop-out rates in EPAF’s target communities, the school will enlist parental, community, local businesses, and organizations to augment the motivational activities of the school to actively facilitate and transmit the message of success through education.

We understand that economic variables and the need to contribute to family income are many times causes for dropping out; Executive Prep Academy of Finance will provide access to resources, both public and private, to establish work-experiences and internships to create job-skills development activities for our students and the desire to stay in school.

Academic achievement data will be recorded in several methods. After acceptance into EPAF, every student will be given an assessment. Parents are notified of these assessments upon enrollment. This assessment will be created by the Principal and will identify our students’ educational and achievement levels providing the school with data. Content of the assessment will include an English diagnostic and a Math diagnostic. This assessment data will be analyzed by the Principal, the teachers, and counselors prior to the start of school to design the most effective educational program, determine math placement, and prepare the students to receive the necessary support services to ensure progress. Executive Prep Academy of Finance’s plan is to open our doors to one class of 9th grade students at 150 and expand over a five-year period to 600 students in grades nine through twelve by the year 2018.

FIVE-YEAR ENROLLMENT TARGET
The charter school will recruit students from within a five-mile radius of the Executive Prep Academy of Finance facility which is anticipated to be located in the zip code 90011, in Educational Service Center South. Recruitment will include the following communities and neighborhoods that have historically been included in the attendance areas for LAUSD public schools:

<table>
<thead>
<tr>
<th>REGION</th>
<th>NEIGHBORHOOD</th>
<th>ZIP CODE AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Los Angeles</td>
<td>South Park, Leimert Park, Exposition Park, University Park,</td>
<td>90001, 90002, 90003, 90008, 90010,</td>
</tr>
<tr>
<td></td>
<td>Jefferson Park, Historic South Central, Central Alameda,</td>
<td>90011, 90018, 90037, 90043, 90044,</td>
</tr>
<tr>
<td></td>
<td>Florence-Firestone, Florence, Watts, Green Meadows,</td>
<td>90047, 90058, 90062</td>
</tr>
<tr>
<td></td>
<td>Broadway Manchester, Vermont Vista, Westmont, Gramercy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Park, Vermont Knolls, Manchester Square, Vermont Slauson,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vermont Square, Adams-Normandie, Chesterfield Square,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hyde Park</td>
<td></td>
</tr>
</tbody>
</table>

Although Executive Prep Academy of Finance will not have specific boundaries and will be open to all children who reside in the State of California, it is expected that the majority of students will reside primarily in the zip code areas listed above.

Target Communities for Executive Prep Academy

<table>
<thead>
<tr>
<th>Community</th>
<th>Zip Code</th>
<th>Population per 2010 Census</th>
<th># of Households with Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Los Angeles</td>
<td>90001, 90002, 90003, 90008, 90011,</td>
<td>1,051,708</td>
<td>266,255</td>
</tr>
<tr>
<td></td>
<td>90018, 90037, 90043, 90044, 90058,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90062</td>
<td></td>
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</tbody>
</table>

The Charter School will draw from an ethnically diverse population, as demonstrated by the demographic statistics in the table below. The target population assures the continued diversity for a community-based charter school. This diversity is the impetus for the Charter School’s
focus on an individualized education rich in content designed to allow all students to succeed academically and to be prepared for college and the workplace. Compared to the rest of Los Angeles, whose demographics are 71.8% white, 9.3% African American, 14.2% Asian, and 8.1% Hispanic/Latino, the target area has a higher percentage of Hispanic/Latino and African Americans, and a lower percentage of White residents (U.S. Census Bureau, Census 2000 Survey File):

**Percentages and Total Numbers of Ethnicities for Target Communities**

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>South Los Angeles</td>
<td>9000 1</td>
<td>109,864</td>
<td>7,844</td>
<td>64</td>
<td>46,044</td>
<td>13,422</td>
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<td>9000 2</td>
<td>90,208</td>
<td>13,628</td>
<td>265</td>
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<td>2,117</td>
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<td>15,223</td>
<td>456</td>
<td>12,885</td>
<td>4,245</td>
</tr>
<tr>
<td></td>
<td>9006 8</td>
<td>1,051,708</td>
<td>232,607</td>
<td>6,081</td>
<td>374,409</td>
<td>168,290</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>2,140,416</td>
<td>464,674</td>
<td>12,162</td>
<td>748,818</td>
<td>303,444</td>
</tr>
</tbody>
</table>

The data for these neighborhood schools, as well as for local charter schools, is as follows:

**Area School Test Results**

As the No Child Left Behind Act has been a catalyst for narrowing the achievement gap, it has proven to be an enormous challenge for schools that serve student populations made up of predominantly African-American and Hispanic youth in the inner-city. The below indicated data result...
collected from mandated testing gives a depiction of the alarming achievement gaps that can be found in EPAF’s area schools. Below are the 2012 California Standards Test results for two neighboring high schools.

In 2011-2012 California used the California Standards Tests (CSTs) to test students in English language arts in grades 2 through 11; math in grades 2 through 7; science in grades 5, 8 and 10; and history-social science in grades 8 and 11. Middle and high school students also took subject-specific CSTs in math and science, depending on the course in which they were enrolled. The CSTs are standards-based tests, which means they measure how well students are mastering specific skills defined for each grade by the state of California. The goal is for all students to score at or above proficient on the tests. The data for these neighborhood schools, as well as for local charter schools, is represented in the chart above and the table below as follows:

LAUSD Demographic Information for Prospective Site (Surrounding Schools Data)

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>Student Pop</th>
<th>Program Improvement?</th>
<th>Met Federal Targets in 2011</th>
<th>Students Scoring Proficient or Above in Math STAR</th>
<th>Students Scoring Proficient or Above in English STAR</th>
<th>API State Rank</th>
<th>API Score</th>
<th>% Eligible Free/Reduced Lunch</th>
<th>% Spec Ed Pop</th>
<th>% EL Pop</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Bright Star Secondary Charter Academy</td>
<td>351</td>
<td>N</td>
<td>Y</td>
<td>39%</td>
<td>68%</td>
<td>9/10</td>
<td>820</td>
<td>83%</td>
<td>5%</td>
<td>57%</td>
<td>13%</td>
<td>84%</td>
<td>0%</td>
</tr>
<tr>
<td>Manual Arts Sr High</td>
<td>3,132</td>
<td>N</td>
<td>N</td>
<td>5.9%</td>
<td>19%</td>
<td>1/10</td>
<td>593</td>
<td>98%</td>
<td>12%</td>
<td>25%</td>
<td>18%</td>
<td>81%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Student Empowerment Academy</strong></td>
<td>341</td>
<td>Y</td>
<td>Y</td>
<td>17%</td>
<td>34%</td>
<td>2/10</td>
<td>703</td>
<td>100%</td>
<td>3%</td>
<td>21%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
</tr>
<tr>
<td>Thomas Jefferson High</td>
<td>1,619</td>
<td>Y</td>
<td>Y</td>
<td>5%</td>
<td>19%</td>
<td>1/10</td>
<td>589</td>
<td>98%</td>
<td>13%</td>
<td>25%</td>
<td>7%</td>
<td>92%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Indicates charter school

**Not a charter school per CDE

*The above charts and graphs illustrate the educational disparity in the surrounding area schools based on data obtained from the California Department of Education. EPAF will facilitate a*
learning environment that will counteract the 3 ills its area schools face: student academic disengagement, teacher performance and engaging curriculum. These ills are discussed in more detail below.

ACADEMIC ENGAGEMENT
Academic engagement is the degree to which students are engaged in the learning process as a result of high expectations, nurturing environment, parental engagement, authentic cultural self-consciousness, and positive peer relationships (Goggins II, Ed.D., Lathardus. Facing the Rising Sun. “Factors associated with academic disengagement/ Factors that contribute to Academic Engagement”, http://www.successfulacademics.com/academic.html). Studies show that students need to feel a connection to their school as it promotes ownership in their education McCombs, B. L. (2010, in press). Developing responsible and autonomous learners: A key to motivating learners. According to Dr. Lathardus Goggins II Ed.D., Assistant Professor at the University of North Carolina and director of the Educational Leadership and the School of Social Work at the University of North Carolina at Wilmington, has found some factors that encourage a disconnection and disengagement to be: low expectations, false self-images and negative peer associations.

EXECUTIVE PREP ACADEMY OF FINANCE CLASSROOM MODEL / TEACHER PERFORMANCE
Second, more research has shown that teachers make an extreme difference in a child’s education and can determine how successful a school as a whole will be. According to L.A. Froyen and A.M. Iverson in Classroom Management: The Reflective Educator-Leader, “academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of a school’s success and classroom management.” Executive Prep Academy of Finance will put trained, experienced, knowledgeable and professional teachers in each classroom. Teachers will be given professional development opportunities to align the California State Content Standards and the Common Core State Standards with their specific subjects taught as well as satisfying professional development hours required for teachers to maintain certifications. EPAF’s classrooms will be set up in a way in which students will receive instructions and immediate beneficial feedback that will ensure mastery of the California State Content Standards and the Common Core State Standards. Specific learning objectives and tasks, such a quick writes and exit slips, will be based on the California State Content Standards and the Common Core State Standards. The following example of the classroom model for the EPAF courses is a recurring model that is integrated into the curriculum.

HERE IS AN EXAMPLE OF THE CLASSROOM MODEL FOR THE EPAF COURSES:

<table>
<thead>
<tr>
<th>Instructional Methods Input</th>
<th>Practical Methods</th>
<th>Independent Output</th>
</tr>
</thead>
</table>

13
Curriculum and Instructional Methods to Ensure that Standards are Met

EPAF will instruct students in the California State Content Standards and the Common Core State Standards and use the California State Content Standards and the Common Core State Standards to: assess and monitor student progress, design systematic support and intervention programs, and encourage parent involvement.

After enrollment, all students will be assessed prior to the start of school to identify opportunities for support and/or enrichment to be given during the school year. Prior to the beginning of the school year, the teacher will meet with the parents to discuss an individual plan for the student’s learning. The curricular standards will be broken down by “Mester” reporting periods. The parent will be able to assist with the development of the learning plan in a format that is comprehensible to them such as checklists, etc. The parent will also have an opportunity during this meeting to provide additional information that will assist the student’s learning. Student assessments throughout the school year will be formative and
summative such as: (1) state-mandated standardized tests, (2) school-designed test using school generated rubrics based on state standards, (3) student portfolios, (4) exhibits, and (5) publisher-developed assignments and tests. The CST and Smarter Balanced Assessments will be the primary summative assessment utilized by EPAF.

Daily expectations will be placed on students to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students will be taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

EPAF’s environment will provide evidence of a standards based curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all of the students.

**Culturally Responsive Standards-Based Classrooms and School**

Teachers, administrators, and support staff will communicate high expectations and through their words and actions, respect for students’ culture, history, heritage and contextual cultural reality. The indicators for this model will be found in the classroom and school environment, in lesson activities, and in student work.

**Classroom and school environment** will reflect students’ culture and cultural context with multimedia learning centers that provide access to diverse learning styles such as listening centers, video equipment and computers. Projected computer to student ratio is 1:2. The classroom libraries will be culturally relevant and will reflect the students’ specific cultures. The learning environment will reflect student participation in a variety of ways, such as student created bulletin boards, presentations, project displays, etc.

**Lessons and activities** will connect content with students’ prior knowledge, life experiences, contextual reality, and cultural history. The units will extend into students’ lives outside of school. Teachers will utilize KWL charts, graphic organizers and culturally connected instructional strategies such as mnemonics, and storytelling. The school, home, and community activities will authentically bring parents and families into academic units study.

**Student Work and projects** will be displayed at various stages of development and will evidence their understanding of content in a manner that connects to their lives, culture, and cultural context. Teachers will use authentic and alternative assessment instruments and student created rubrics and criteria charts to inform instruction and celebrate successes.

**Project Based Learning**
Research indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways (Brush & Saye, 2008; Krajcik, et al., 1998). Project-based learning is a dynamic approach
to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying (http://www.edutopia.org/project-based-learning).

In 2007, the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville conducted an investigation into schools and districts implementing project based learning (PBL). They investigated test scores at 358 schools in 17 states that have been implementing PBL for the past five years. The highlights of the study are as follows:

**Knoxville School District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>46.2</td>
</tr>
<tr>
<td>2005</td>
<td>58.1</td>
</tr>
<tr>
<td>2006</td>
<td>65.1</td>
</tr>
</tbody>
</table>

These scores identify the number (%) of proficient students in the Knoxville School District.

**Denver School District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>58</td>
</tr>
<tr>
<td>2005</td>
<td>61</td>
</tr>
<tr>
<td>2006</td>
<td>65</td>
</tr>
</tbody>
</table>

These scores identify the number (%) of proficient students in the Denver School District.

**Trenton School District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>54.3</td>
</tr>
<tr>
<td>2005</td>
<td>55.1</td>
</tr>
<tr>
<td>2006</td>
<td>56.2</td>
</tr>
</tbody>
</table>

These scores identify the number (%) of proficient students in the Trenton School District.
These scores identify the number (%) of proficient students in the Trenton, NJ School District. The study conducted in 2007 described above shows the effectiveness of project based learning (PBL) as demonstrated by test scores. Over the course of three years, the implementation of project based learning resulted in increasing percentages of proficient students at the Denver School District, Knoxville School District, and the Trenton School District. In addition, Geier et al (2008) reports findings that PBL is more effective than traditional instruction as measured by standardized tests scores and his team found that PBL is more effective in increasing student achievement among historically underserved urban students. Research source: “Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform” in the Journal of Research in Science Teaching, vol 45, issue 8, page 922-939 and http://www.bie.org/about/does_pbl_work.

The Independent Outputs listed in the Example of the Classroom Model on page 20 are sample project-based learning opportunities students will be engaged in. These PBL learning opportunities will be aligned to the California State Content Standards and Common Core State Standards and will be integrated throughout the course curricula. Other examples include research-based projects, presentations, and socratic seminars.

4B. Mission and Vision
Executive Prep Academy of Finance’s mission is to provide a high-quality and extensive college-preparatory educational experience to youth, that results in our students succeeding in college, and ultimately in their professional careers. EPAF is a response to the increasing high-school dropout rates and the declining college matriculation rate of Los Angeles inner city youth. While many of our students live in low socio-economic communities and have math and English skills that are below grade level, we are continuously committed to preparing all of our students for college and life.

Creating an encouraging educational culture is crucial for Executive Prep Academy of Finance to promote high self-esteem and academic success. Accountability of staff and students is essential to the success of implementation for the program. Staff accountability in planning, instruction, and mentorship will assure quality components of leadership are in place; students’ accountability will be fostered by encouraging them to know and understand their purpose in our school, in their community, in their country and ultimately in the world they create for themselves. EPAF will instill and practice our motto, “the relentless pursuit of excellence.”

C. Educational Philosophy
At Executive Prep Academy of Finance our educational design is to empower students by allowing them to take ownership of their education in order to explain, apply, analyze, evaluate and eventually add to their attained knowledge. This form of education will be implemented by
offering smaller classroom sizes and providing students with a project based instructional model that also incorporates traditional written assessments which demonstrates mastery of the California State Content Standards and the Common Core State Standards. By experiencing this model, students are able to use their creativity to retain the presented information, while still being able to apply the skills that are required when taking standardized assessments and college entrance exams.

Our goal at Executive Prep Academy of Finance is to develop students into our idea of the educated person of the 21st century. By providing a thought provoking curriculum which develops a base knowledge that enables our students to rival their future educational competition, we prepare our students to take educational progress one step further. This base knowledge coupled with a skill set that facilitates our students to adapt and become successful in any educational arena, also contributes to their success in multiple environments. Finally, the work ethic that is continuously developed by teachers integrating work ethic throughout the curriculum over the years while enrolled at Executive Prep Academy of Finance creates a foundation of accomplishment and a track record that builds a desire to become more knowledgeable. Upon the completion of developing each aspect of becoming educated, students will leave our institution academically prepared to compete and excel in higher education, their careers and ultimately in society.

It is the objective of Executive Prep Academy of Finance to enable students to become self-motivated, competent, lifelong learners.

D. An Educated Person in the 21st Century
The curriculum at Executive Prep Academy of Finance will be aligned to the California State Content Standards as well as the Common Core State Standards. EPAF students will also be "agents of change," individuals who will positively impact our communities. EPAF students will be EPAF-confident, EPAF-disciplined, successful pro-active leaders who will excel in college and beyond. EPAF has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century. An educated person must possess the following three characteristics as a starting point to become trained to pursue higher learning and professional careers. EPAF students first year is focused on the development of:

A persuasive leader (teacher/great mind)
A teachable intellect and character
A recognition that they must leave a particular skill set to compete in the world

Characteristics of an “educated person”, in living, that will help EPAF students adapt to multiple environments include:

Has a deep and genuine empathy, striving to understand others, with the ability to withhold their own judgment until they are sure that they do understand;
Is sensitive to the psychological, physical, moral and cultural milieu in which they find themselves, showing respect and caring at all times;
Has a clear understanding of his or her own values, wants and preferences without wishing to impose these on others;
Is independent, within the constraints of collaborative living, in action and thought, taking responsibility for the health and well-being of their body and their mind;
Understands the connectedness of everything in the world, and even in the universe, and so acts responsibly in everything they do - the slogan “think globally, act locally” applies here;
Is congruent, meaning that the person will be comfortable in their own skin, able to acknowledge their own feelings and the feelings of others without condescension.
To be an educated person in the 21st century means to have a base knowledge that encompasses a variety of skills and a work ethic which fosters an attitude that can adapt to any presented scenario. In that, the “educated person” seeks to continue his or her development and maintain his or her thirst for understanding, while seeking to progress and become a functioning member of society. With the “educated person” comes an aura of accomplishment, confidence and pride; each of which are instilled through the tests and projects that the “educated person” endured during his/her training.
This base knowledge enables him/her to describe or explain, apply and analyze, evaluate and ultimately create a new body of work based on the knowledge that was attained. When the information is able to be constructed into a new body of work, the “educated person” now owns this knowledge and is able to use this information and apply it in multiple arenas. This fosters the kind of thinking that can adapt to trends and provide insight to enhance any situation this “educated person” faces. This kind of thinking is enhanced by developing the skill set that lays the foundation for ensuring knowledge is retained and ultimately applied.
This skill set speaks to the methods used to become educated, which leads into the application of the attained knowledge. When a person is being educated, they are presented information and the skills involved in retaining this information as knowledge include, but are not limited to research, demonstrating understanding through verbally presenting and constructing written reports. When the “educated person” of the 21st century enters any environment with a confident feeling of using their well-honed skill set, he/she is prepared to effectively maneuver through this experience while identifying possible areas of gathering more information and further developing their skill sets. In the process of developing and refining the skill set of this “educated person,” the work ethic is most essential to creating a foundation of confidence. The “educated person’s” work ethic allows him/her to undertake any task presented with the intention to complete it at the best of their ability. Work ethic develops the foundation that creates the drive for any individual to become educated, skilled and willing to continue personal development. This work ethic is the first step in preparing a person to become educated, due to the ripple effect that ensues once it is instilled in their approach to completing any task. This is developed by continuously presenting tasks that spark interest while regularly challenging the student with thought provoking obstacles and new ideas during their initial training. Increasing the difficulty of challenges that are presented while training the “educated person,” develops a track record that promotes self-confidence and dispels apprehension when presented with new tasks. With work ethic being an essential aspect of developing an educated person, being consistent in presenting challenges that develop work ethic, while honing skills that are transferrable and broadening the base knowledge of all individuals enrolled in Executive Prep
Academy of Finance aligns with our vision of preparing high school students to succeed in college, their careers and within the construct of society. **Education** is not just about certificates and degrees - education is about how a person relates to life. As Greek philosopher Epictetus said: "Only the educated are free."

To be an educated person in the 21st century means to have a base knowledge that encompasses a variety of skills and a work ethic which fosters an attitude that can adapt to any presented scenario. In that, the “educated person” seeks to continue his or her development and maintain his or her thirst for understanding, while seeking to progress and become a functioning member of society. With the “educated person” comes an aura of accomplishment, confidence and pride; each of which are instilled through the tests and projects that the “educated person” endured during his/her training.

E. How Learning Best Occurs

Being classified as a "minority" simply means that you exhibit some characteristic(s) or possess some trait(s) that basically set you apart from the larger group. In many cases, minority students are from ethnicities, cultural, religious, or socioeconomic groups that are less represented in a larger population. For this reason, many minority students come from backgrounds where they do not speak the same language (or are not as fluent in the language) as the majority of their peers. Increasingly, culture, language, and social factors are being recognized as having an impact on learning (Roeppe Review Volume 24, Issue 2, 2001 Special Issue: Underrepresentation Among Ethnically Diverse Students in Gifted Education). Culture from which a student comes from is a major, if not the primary factor that affects student learning [http://www.behavioradvisor.com/C-Learn.html]. Teachers who embrace the cultures from which students come from as cultural assets proactively prevent possible discipline issues and create a safe and nurturing learning environment that facilitates learning.

The International Academy of Education and the International Bureau of Education summarizes the following psychological principles on some of the important results of recent research on learning that is relevant for education. They attempt to integrate research coming from diverse areas of psychology, including educational, developmental, cognitive, social and clinical psychology. This research has offered us new insights into the learning process and the development of knowledge in many subject-matter areas.

1. Active involvement
   Learning requires the active, hands-on involvement of the learner.
   **Research findings**
   Learning at school requires students to pay attention, to observe, to memorize, to understand, to set goals and to assume responsibility for their own learning (INTERNATIONAL ACADEMY OF EDUCATION, How children learn (Research Findings p. 8) By Stella Vosniadou). These cognitive activities are not possible without the active involvement and engagement of the learner. Teachers must help students to become active and goal oriented by building on their natural desire to explore, to understand new things and to master them.

2. Social participation
   Learning is primarily a social activity and participation in the social life of the school is central for learning to occur.
   **Research findings**
   For many researchers, social participation is the main activity through which learning occurs. Social activity and participation begin early on. Parents interact with their children and through these interactions children acquire the behaviors that enable them to become effective members
According to the psychologist Lev Vygotsky, children learn by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up (INTERNATIONAL ACADEMY OF EDUCATION, How children learn (Research Findings p. 8) By Stella Vosniadou).

3. Meaningful activities

People learn best when they participate in activities that are perceived to be useful in real life and are culturally relevant Agile and the International Academy of Education, December 04, 2011 http://agileandfamily.blogspot.com/2011/12/agile-and-international-academy-of.html.

Research findings

Many school activities are not meaningful since students understand neither why they are doing them nor what their purpose and usefulness is. Sometimes school activities are not meaningful because they are not culturally appropriate. Many schools are communities where children from diverse cultures learn together. There are systematic cultural differences in practices, in habits, in social roles, etc., that influence learning. Sometimes meaningful activities for students coming from one cultural group are not meaningful to students who are coming from another cultural group. The establishment of a fruitful collaborative and co-operative atmosphere is an essential part of school learning. Research has shown that social collaboration can boost student achievement, provided that the kinds of interactions that are encouraged contribute to learning. Finally, social activities are interesting in their own right and help to keep students involved in their academic work. Students work harder to improve the quality of their products (essays, projects, artwork, etc.) when they know that they will be shared with other students.

4. Relating new information to prior knowledge

New knowledge is constructed on the basis of what is already understood and believed.

Research findings

The idea that people’s ability to learn something new follows from what they already know is not new, but more recent research findings have shown that the ability to relate new information to prior knowledge is critical for learning (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou (4. Relating new information to prior knowledge). It is not possible for someone to understand, remember or learn something that is completely unfamiliar. Some prior knowledge is necessary to understand the task at hand. But having the prerequisite prior knowledge is still not sufficient to ensure adequate results. People must activate their prior knowledge in order to be able to use it for understanding and for learning. Research shows that students do not consistently see the relationships between new material that they read and what they already know (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou, p12). Research also shows that learning is enhanced when teachers pay close attention to the prior knowledge of the learner and use this knowledge as the starting point for instruction.

5. Being strategic

People learn by employing effective and flexible strategies that help them to understand, reason, memorize and solve problems.

Research findings

Children develop strategies to help themselves solve problems from an early age. For example, when pre-school children are told to go to the supermarket to buy a list of food items, they often repeat the items on their way to remember them better. These children have discovered rehearsal as a strategy to improve their memory without anybody telling them to do so. When they go to school, children need help from teachers to develop appropriate strategies for solving
mathematics problems, when understanding texts, doing science, learning from other students, etc. Research shows that when teachers make systematic attempts to teach learning strategies to students substantial gains can result (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou, p14). Strategies are important because they help students understand and solve problems in ways that are appropriate for the situation at hand. Strategies can improve learning and make it faster. Strategies may differ in their accuracy, in their difficulty of execution, in their processing demands and in the range of problems to which they apply. The broader the range of strategies that children can use appropriately, the more successful they can be in problem solving, in reading, in text comprehension and in memorizing.

6. Engaging in self-regulation and being reflective
Learners must know how to plan and monitor their learning, how to set their own learning goals and how to correct errors.

Research findings (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou, p16)
The term ‘self-regulation’ is used here to indicate students’ ability to monitor their own learning, to understand when they are making errors, and to know how to correct them. Self-regulation is not the same as being strategic. People can use strategies for learning mechanically without being fully aware of what they are doing. Self-regulation involves the development of specific strategies that help learners evaluate their learning, check their understanding and correct errors when appropriate.

Self-regulation requires reflection in the sense of being aware of one’s own beliefs and strategies. Reflection can develop through discussion, debates and essays, where children are encouraged to express their opinions and defend them. Another important aspect of reflection is being able to distinguish appearance from reality, common beliefs from scientific knowledge, etc.

7. Restructuring prior knowledge
Sometimes prior knowledge can stand in the way of learning something new. Students must learn how to solve internal inconsistencies and restructure existing conceptions when necessary. EPAF teachers will learn strategies during the summer Professional Development (5 days of PD prior to the start of the school year) where they will be trained on how to access students’ prior knowledge and incorporate the students’ into the learning process.

Research findings (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou, p18)
Sometimes existing knowledge can stand in the way of understanding new information. While this is often the case in the learning of science and mathematics, it can apply to all subject matter areas. It happens because our current understanding of the physical and social world, of history, of theorizing about numbers, etc., is the product of thousands of years of cultural activity that has radically changed intuitive ways of explaining phenomena. For example, in the area of mathematics, many children make mistakes when they use fractions because they use rules that apply to natural numbers only. Similarly, in the physical sciences, students form various misconceptions. The idea that the Earth is round like a pancake or like a sphere flattened on the top happens because it reconciles the scientific information that the Earth is round, with the intuitive belief that it is flat and that people live upon its top. Such misconceptions do not apply only in young children. They are common in high school and college students as well.

8. Aiming towards understanding rather than memorization
Learning is better when material is organized around general principles and explanations, rather than when it is based on the memorization of isolated facts and procedures. 

*Research findings* (INTERNATIONAL ACADEMY OF EDUCATION, How children learn By Stella Vosniadou, p20)

EPAF’s goal is for students to understand what they are learning and not to memorize facts in a superficial way. Research shows that when information is superficially memorized it is easily forgotten. On the contrary, when something is understood, it is not forgotten easily and it can be transferred to other situations (see also the next principle on transfer). In order to understand what they are being taught, students must be given the opportunity to think about what they are doing, to talk about it with other students and with teachers, to clarify it and to understand how it applies in many situations.

9. Helping students learn to transfer

Learning becomes more meaningful when the lessons are applied to real-life situations. 

*Research findings*

Students often cannot apply what they have learned at school to solve real-world problems. For example, they may learn about Newton’s laws at school but fail to see how they apply in real life situations. Transfer is very important. Why should someone want to go to school if what is learned there does not transfer to other situations and cannot be used outside the school?

10. Taking time to practice

Learning is a complex cognitive activity that cannot be rushed. It requires considerable time and periods of practice to start building expertise in an area. 

*Research findings*

Research shows that people must carry out a great deal of practice to acquire expertise in an area (INTERNATIONAL ACADEMY OF EDUCATION, How children learn, p 23-24) By Stella Vosniadou). Even small differences in the amount of time during which people are exposed to information can result in large differences in the information they have acquired. Cognitive psychologists Chase & Simon (1973) studied chess experts and found that they had often spent as many as 50,000 hours practicing chess. A 35-year-old chess master who has spent 50,000 hours playing chess must have spent four to five hours on the chessboard from the age of 5 every day for thirty years! Less accomplished players have spent considerably less time playing chess.

Research shows that the reading and writing skills of high school students relate to the hours they have spent on reading and writing. Effective reading and writing requires practice. Students from disadvantaged environments who have less opportunities to learn and who miss school because of work or illness will not be expected to do as well at school compared to children who had more time to practice and acquire information.

11. Developmental and individual differences

Children learn best when their individual differences are taken into consideration. 

*Research findings*

Research shows that there are major developmental differences in learning (INTERNATIONAL ACADEMY OF EDUCATION, How children learn, p 25) By Stella Vosniadou). As children develop, they form new ways of representing the world and they also change the processes and strategies they use to manipulate these representations. In addition, there are important individual differences in learning. Developmental psychologist Howard Gardner has argued that there are many dimensions of human intelligence other than the logical and linguistic skills that are usually valued in most school environments (Gardner, H. 1991. The unschooled mind: how children think and how schools should teach. New York, Basic Books). Some children are gifted in music, others have exceptional spatial skills (required, for example, by architects and artists), or bodily/kinesthetic abilities (required by athletes), or abilities to relate to other people, etc. Schools must create the best environment for the development of children taking into consideration such individual differences.
12. Creating motivated learners

Learning is critically influenced by learner motivation. Teachers can help students become more motivated learners by their behavior and the statements they make.

Research findings

Motivated learners are easy to recognize because they have a passion for achieving their goals and are ready to expend a great deal of effort. They also show considerable determination and persistence. This influences the amount and quality of what is learned. All teachers want to have motivated learners in their classrooms. How can they achieve this? Psychologists distinguish between two kinds of motivation: extrinsic motivation and intrinsic motivation. Extrinsic motivation results when positive rewards are used to increase the frequency of a target behavior. Praise, high grades, awards, money and food can be used for that effect. Intrinsic motivation is when learners actively participate in activities without having to be rewarded for it. The child who likes to put together puzzles for the fun of it is intrinsically motivated. An important characteristic of intrinsically motivated learners is their belief that effort is important for success. Teachers can influence students’ determination to achieve by their behavior and the statements they make.

Educational Practices Series-7, International Academy of Education & International Bureau of Education,
Stella Vosniadou
F. A Typical Day

On a typical day, a visitor would enter Executive Prep Academy of Finance prior to the start of school. A number of students will be entering the school to participate in the free and reduced breakfast program. At 7:50am, students will start toward their assigned classrooms for period 1, which begins at 8:00 am. The daily student news will be broadcast over the public announcement system while students are transitioning to their rooms. The news broadcast will include articles such as, school news, program updates and comments on the pillars of success (which include our Academic Pillar, Leadership Pillar, Movement Pillar, College/Life Pillar). Students will be present in school uniforms, equipped with necessary supplies and prepared to learn in their designated classes. Classes at EPAF will last exactly 90 minutes, and visitors looking into one of our 9th grade algebra classes will see instructors using well prepared lesson plans to deliver a content-based lesson. Several students will be using computers and tangible objects to apply fundamental concepts that were taught during the lesson. As a theme of finance is integrated into the coursework at EPAF, fundamentals of finance will be weaved throughout the educational curriculum and all math classes will include elements of our finance curriculum. After the first 90 minutes our students will move to their next period while all staff members supervise the transitioning period.
A visitor would also see the support staff of the school made up of counselors, teachers, and Principal on support services to ensure every student receives quality support during their educational progress and enter the classroom ready to learn. The support staff is available to offer any type of supplementary support to students, teachers, and visiting parents on campus.

SAMPLE STUDENT CLASS SCHEDULES

In the Four by Four Mester System, students complete 80-credits for each school year as opposed to students completing 60-credits in a traditional semester calendar. On a traditional semester calendar, there are 2 semesters per school year, and students take 6 classes (5 credits each) per semester, completing 60 credits. In the Four by Four Mester System, there are four “mesters” per school year, and students take 4 classes (5 credits each) per mester, completing 80 credits during the year allowing students to fulfill A-G requirements in less calendar weeks than if students were on a traditional semester calendar. Participating in coursework of 80-credits provides the students with the opportunity to participate in elective and enrichment activities to enhance their educational experience. The Mester allows sufficient instructional minutes to meet the credit requirements per state law. The Principal and Counselor will program students into classes. Advantages of the four by four mester system include (http://www.alliance.brown.edu/pubs/ic/block/block.pdf):

- Students concentrate on only four courses per semester
- Teachers work with fewer students during the semester
- Students and teachers prepare for fewer courses each semester
- Students may retake failed courses

Sample 9th Grade Schedule

<table>
<thead>
<tr>
<th>Mester One*</th>
<th>Mester Two</th>
<th>Mester Three</th>
<th>Mester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9A or (H) English 9A</td>
<td>English 9B or (H) English 9B</td>
<td>Biology A or (H) Biology A</td>
<td>Biology B or (H) Biology B</td>
</tr>
<tr>
<td>Health</td>
<td>Career Exploration</td>
<td>Spanish 1A</td>
<td>Spanish 1B</td>
</tr>
<tr>
<td>Algebra 1A or Geometry A (Honors Available)</td>
<td>Algebra 1B or Geometry B (Honors Available)</td>
<td>Intervention/Electives</td>
<td>Intervention/Electives</td>
</tr>
<tr>
<td>Advanced PE 1**</td>
<td>Advanced PE 1</td>
<td>Advanced PE 1</td>
<td>Advanced PE 1</td>
</tr>
</tbody>
</table>

**“Mester” – 10 weeks of instruction, 5 credits per class

**PE is a two-year requirement (20 credits)

Sample 10th Grade Schedule

<table>
<thead>
<tr>
<th>Mester One</th>
<th>Mester Two</th>
<th>Mester Three</th>
<th>Mester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10A or (H) English 10A</td>
<td>English 10 B or (H) English 10B</td>
<td>Spanish 2</td>
<td>Spanish 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry A or (H) Chemistry A</td>
<td>Chemistry B or (H) Chemistry B</td>
</tr>
<tr>
<td>Algebra 2A or</td>
<td>Algebra 2B or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry A (Honors Available)</td>
<td>Geometry B (Honors Available)</td>
<td>Intervention/Elective AP World History A</td>
<td>Intervention/ Elective AP World History B</td>
</tr>
<tr>
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<td>-------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>World History A</td>
<td>World History B</td>
<td>Advanced PE 2</td>
<td>Advanced PE 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample 11th Grade Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mester One</strong></td>
</tr>
<tr>
<td>Visual/Performance Arts</td>
</tr>
<tr>
<td>Speech/Debate</td>
</tr>
<tr>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>Financial Operations</td>
</tr>
<tr>
<td>US History or AP US History</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Algebra 2A</td>
</tr>
<tr>
<td>Geometry A or Pre-Calculus</td>
</tr>
<tr>
<td>(Honors Available)</td>
</tr>
<tr>
<td>Spanish 3A or Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample 12th Grade Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mester One</strong></td>
</tr>
<tr>
<td>Modern Literature or AP English Literature</td>
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<td></td>
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</tbody>
</table>
Prior to the start of the school year, EPAF will register all A-G, Honors, and AP courses through UC Doorways for pre-approval. In addition, AP courses will also be sent to the College Board for pre-approval.

**Instructional Minute Tally - # of Days # of Minutes Total Minutes**

<table>
<thead>
<tr>
<th>BELL SCHEDULE</th>
<th># OF DAYS</th>
<th># OF MINUTES</th>
<th>TOTAL MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Friday</td>
<td>180</td>
<td>360</td>
<td>64800</td>
</tr>
<tr>
<td>MINIMUM</td>
<td></td>
<td></td>
<td>64800</td>
</tr>
</tbody>
</table>
Other Tallies of Note
Mester 1 = 45 Days
Mester 2 = 45 Days
Mester 3 = 45 Days
Mester 4 = 45 Days
Total Student Days = 180
Total Teacher Days = 185*
*Teachers will participate in 5 days of Professional Development prior to the start of the school year.

School Holidays and Important Dates

<table>
<thead>
<tr>
<th>Staff Professional Development</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer PD</td>
<td>First Day of School Aug. 12</td>
</tr>
<tr>
<td>Staff Meetings Wednesdays</td>
<td>Back-to-School Night Sept. 25</td>
</tr>
<tr>
<td></td>
<td>Report Cards Mailed Oct. 23</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; EXPLORE (Date TBA)</td>
</tr>
<tr>
<td></td>
<td>CA High School Exit Exam/(Gr.12) (Dates TBA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holidays/Vacations</th>
<th>CELDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Oct</td>
</tr>
<tr>
<td>Veteran's Day Holiday</td>
<td>Fitnessgram Spring</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>CA Standardized Testing (Dates TBA) May</td>
</tr>
<tr>
<td>Winter Break 5</td>
<td>American College Test (Dates TBA)</td>
</tr>
<tr>
<td>Dr. King's Birthday</td>
<td>Scholastic Aptitude Test/ SAT (Dates TBA)</td>
</tr>
<tr>
<td>President’s Day</td>
<td>Lottery (Enrollment for 2015) Apr. 15</td>
</tr>
<tr>
<td>Spring Vacation</td>
<td>Parent Orientation (Enrollment 2014) May 6</td>
</tr>
</tbody>
</table>
G. Curriculum and Instructional Design

All academic coursework at Executive Prep Academy of Finance are aligned on the California State Standards identified to maximize successful learning outcomes for students in secondary schools. The Instructional plan of Executive Prep Academy of Finance is designed to address the demand of financial literacy in low to medium-low socioeconomic neighborhoods in Los Angeles. EPAF plans to initially serve 150 ninth-grade students and move them along our standard educational program which includes introductory finance-related elective opportunities in grades nine and ten progressing to in-depth finance related subject matter examination and instruction in grades eleven and twelve. The major components of our standard curriculum are:

- Class offering to meet A-G requirements
- Culturally Responsive and Relevant Education
- College prep classes including honors, advanced Placement programs, and concurrent enrollment at local community colleges
- Standards-based curriculum/Common Core State Standards*
- Engaging instruction that emphasizes learning through student-centered inquiry
- Smaller class sizes with included differentiated instruction
- Immersion for English Language Learners
- Inclusion with Resource Teacher support for students requiring special education services

*EPAF will utilize the teacher Professional Development days and staff meeting throughout the school year to transition from the California State Content Standards to the Common Core State Standards.

INSTRUCTIONAL COURSE DESCRIPTIONS:

<table>
<thead>
<tr>
<th>Core Academic Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>English 9</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Algebra 1</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>Career Exploration</td>
</tr>
<tr>
<td>Speech/Debate</td>
</tr>
<tr>
<td>Finance and Business</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Introduction to Accounting</td>
</tr>
<tr>
<td>Accounting Seminar</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Financial Operations</td>
</tr>
<tr>
<td>Advanced Finance and Business</td>
</tr>
</tbody>
</table>

See Appendix G for sample textbook list to be adopted by the EPAF Board for final approval.

**English 9 - A-G Course, Core**

In order to develop well-rounded students, EPAF will include reading, writing, speaking, and listening skills in each day of English class. Students will individually read writings that support enhanced gender and ethnic self-efficacy as well as selected novels throughout the year as a class. The four core novels for the ninth grade are *The Odyssey* by Homer, *A Parrot in the Oven*, by Victor Martinez, *A Raisin in the Sun*, by Lorraine Hansberry, and *Romeo and Juliet*, by William Shakespeare. The class typically also reads several short stories, poetry, speeches, and other types of text.

**English 10 - A-G Course, Core**

Through a focus on Humanities and interdisciplinary studies, students will develop their critical thinking skills by drafting narratives, literary analysis, expository, persuasive and research papers. Students will develop a vocabulary to discuss and synthesize ideas about humanity, power, history, and identity by conducting collaborative case studies. Students will synthesize vocabulary about these themes from a variety of readings, including *Song of the Hummingbird* by Graciela Limon, *Maus* by Art Spiegelman, *Kaffir Boy* by Mark Mathabane, and *Animal Farm* by George Orwell, as well as supplementary primary and secondary documents. In these case studies, students will hone in on critical reading strategies, public speaking skills and presenting multimedia projects. By developing their writing, speaking, listening, and reading skills, students will reflect on their own identities, and how these identities are related to history, literature, their peers, and the modern world.

**English 10 Honors - A-G Course, Core**

This class will focus on the in-depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer’s *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other ‘real-world’ writing.

**English 11 - A-G Course, Core**

This one-year course focuses on the development of American Literature with an emphasis on the social and political movements found within the specific time period studied. The class will analyze selected works, identify universal themes, with an emphasis on the American Dream. Students will examine the relationship between and among elements in literature. Literary analysis, response, and word analysis are stressed using appropriate writing strategies. Students
will demonstrate appropriate oral and written language conventions in their writing, speaking, and listening in compliance with California state standards.

**English 11 Honors- A-G Course, Core**
The English 11/American Literature Honors course at EPAF is intended to equip students with the necessary skills to meet the demands of a university. Students will explore the writings of American authors by an intense study of various genres of literature. The class will analyze selected works, identifying universal themes, with emphasis on the American Dream, and examine the relationship between and among elements in literature. The honors course is more extensive in writing. Students will create essays more frequently and longer in length. An independent reading study is also required of the honors course in the second semester. Students will develop their communication skills via a variety of discussions, peer teaching, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussions. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

**English 12 - A-G Course, Core**
This core English class for twelfth grade students explores British literature beginning with its origins in Britain and its growth through many literary periods. Students will improve their reading, writing, vocabulary, analytical, and research skills. They will complete a variety of activities, including narrative, expository, persuasive, informational, and descriptive writing, as well as oral competencies such as literary readings, debates, and speeches. They will complete assessments that gauge their overall learning in multiple areas of instruction through tests, quizzes, homework assignments, group and individual projects, and research papers.

**ESL 1 – Non-core, elective**
This is the beginning level of ESL, composed of six themes: School Community, Place in the World, Making Choices, Healthful Living, Relationships and Teacher's Choice. Activities are geared for new English speakers, promoting language acquisition via reading, writing and speaking. T.P.R. (total physical response), projects, group work and realia help provide the students with the necessary tools to begin English acquisition.

**ESL 2 - Non-core, elective**
This course of study is composed of thematic units: California, Independence, and Interdependence, Communication, Exploration, Challenges and Teacher's Choice (A Visit to the Opera), to help students learn content and develop language skills that will help them participate successfully in academic classes taught in English.

**ESL 3 and 4 - Non-core, elective**
This level is a transition level to regular English and students receive credit for 9th grade English. Presently, English is also taught through a thematic approach: Love, African Americans, Heroes, and The Environment are some of the units now being used, incorporating all aspects of English language development.

**AP English Language and Composition- A-G Course, Core**
An AP course in English Language and Composition challenges students to become skilled readers of non-fiction prose. Reading selections cover different time periods, disciplines, and rhetorical contexts. Students also become skilled writers who demonstrate excellence in writing for a variety of purposes. Students recognize the relationship between a writer and the writer’s audience as well as the way language contributes to language conventions and the effectiveness in writing.
AP English Literature and Composition- A-G Course, Core
An AP English course in Literature and Composition will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Algebra 1- A-G Course, Core
Algebra 1 is a two-semester course designed to increase students’ algebraic skills while moving them forward toward the study of geometry. In this course students will be connecting algebra of the real world with that of the mathematical world. Students will explore the relevance of algebra to our lives and the lives of others. It is a course designed to increase the abstract thinking skills needed to achieve in upper level math courses. The course covers materials that will be assessed in such standardized examinations as the CST, PSAT, SAT, and the High School Exit Exam.

Geometry- A-G Course, Core
Meaning literally “earth measure”, geometry began several thousand years ago for strictly utilitarian purposes in agriculture and building construction. As members of the 21st century we are now able to study the uses of geometry in the past and create new uses and understandings of geometry for our future. In this course we will be connecting geometry of the physical world with that of the mathematical world. We will explore the relevance of geometry to our lives and the lives of others. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. It is a course designed to increase the abstract thinking skills needed to achieve in upper level math courses. The course covers materials that will be assessed in such standardized examinations as the ACT, PSAT, SAT, and the High School Exit Exam.

Algebra 2- A-G Course, Core
This course focuses on expanding student knowledge beyond linear functions covered in Algebra I. Quadratic, polynomial, exponential, and logarithmic functions will be discussed in depth. Additional topics include probability and counting principles. Also, analysis of Series will be incorporated as outlined in the Mathematics Framework for California Public Schools. The pedagogical approach will incorporate lecture, discovery and investigation exercises utilizing Graphing Calculators and reading materials from engineering, medical, and math journals and industry reports.

Algebra 2 Honors- A-G Course, Core
Algebra II Honors builds on the concepts learned in Algebra I by extending the concepts of complex inequalities and equations, functions, and Analytical Geometry. This is a course designed to help the student understand the structure of algebra, to recognize the techniques of algebra as reflections of this structure, to acquire facility in applying algebraic concepts and skills, to perceive the role of deductive reasoning, and to appreciate the need for precision of the language of algebra. This course is an accelerated mathematics course, which reviews the material taught in Algebra 2, and teaches additional algebraic topics that will prepare the student for college courses in mathematics.

Pre-Calculus- A-G Course, Core
This is a preparatory course for calculus. The course is based on the standards set by the State of California. The following topics are included: Cosine, sine, tangent; making sense of data;
functions and models; transformations of functions and data; power, exponential, and logarithmic functions; trigonometric functions; graphs of circular functions; probability and simulation; sequences, series, and combinations; polynomial functions; binomial and normal distributions; matrices and trigonometry; quadratic relations; further work with trigonometry.

**Calculus- A-G Course, Core**

In this class students will explore some deep and fascinating concepts in mathematics. Calculus is one of the richest subjects in mathematics and has far-reaching and ever-growing applications to other areas of study like science, economics, engineering, and many more. The course-load will balance real-world applications with more abstract concepts.

**World History- A-G Course, Core**

The goal for World History is to present a critical view of world history. Units are designed around the guidelines set forth by the tenth grade history standards. Students begin the first semester by studying the foundations of democracy and then jump into the Modern Era with the study of the French and American Revolutions. In the latter half of the semester, students will examine the Industrial Revolution and the Age of Imperialism. The second semester will focus on the two world wars followed by a unit dedicated to the post-WWII era.

**World History Honors- A-G Course, Core**

Honors World History covers world history from 8000 B.C.E. to the 20th century. The course emphasis major themes that include patterns of impact and interaction, relationship of change and continuity, impact of technology, systems of social structure, cultural and intellectual interactions, and changes in the structure and purpose of the state. The course is designed with the ideas of the seven habits of mind, assessed in the AP World History exam in the hope of preparing students for the workload and skills necessary for the AP US History class in the subsequent year. Students learn to construct and evaluate arguments, use and analyzed primary documents, assess issues of change and continuity over time, handle diversity of interpretations, see global patterns over time, develop the ability to compare within and among societies, and assess the claims of universal standards yet remain aware of human commonalities and differences.

**AP World History- A-G Course, Core**

The goal of AP World History is to equip students with the knowledge and skills necessary to pass the College Board’s AP World History exam. Throughout the 2 mester course, students will complete various assignments designed to be challenging and engaging. Besides the regular analysis of college-level texts, students will conduct research outside of class, produce and perform a news broadcast in front of a camera, recreate the art of multiple cultures and eras, simulate historical events through the performance of plays, analyze multiple primary texts, and much more. Students will learn the distinguishing characteristics and events of each era. Furthermore, the course will cover major themes found across the five major time periods. Some themes students will examine are: change over time, religion, trade, and the role of women. Upon completion of the course, students are expected to take and pass the annually administered AP exam in May.

**US History/AP US History- A-G Course, Core**

In this course students analyze their social, political, and economic situation as it relates to the United States and the world. The class offers an opportunity to evaluate the past through the study of current events, and situations. They analyze case studies that portray the complexities of human rights, social justice, global interdependence, and revolutions in our modern world. These case studies initiate the study of history as a set of events that maintain continuity or effect
change; meanwhile affecting the course of our present and future situations. The California History Standards are thoroughly addressed in this course.

Economics- A-G Course, Core
In 12th grade, students will examine the historical context of the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods. Students will utilize the fundamental economic concepts by applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems.

US Government Honors- A-G Course, Core
During the first semester, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the Declaration of Independence, Preamble to the Constitution, Bill of Rights, and Federalist Papers. Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

US Government/AP Government- A-G Course, Core
Students will develop an analytical perspective on American Government through an in depth study of the Constitution and its different interpretations throughout United States history. By examining the legislative, executive, and judicial branches they will understand how government affects their own life. There will be an analysis of the relationship between local, state and federal government. The course will create civic literate students.

Biology- A-G Course, Core
Biology, the study of life, is the study of all living things. Biology includes the study of microscopic structures of single cells to the study of global interactions between millions of organisms and their environment. The course is divided into several units. At the end of each unit, students will turn in an exhibition portfolio that demonstrates mastery of relevant standards. The main topics that are covered in this course are:
- General biological principles
- Cell biology
- Genetics
- Ecology
- Evolution
- Physiology

AP Biology- A-G Course, Core
The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP exam, some students are provided college credit for introductory biology. The three major areas that will be covered in this course are:
Molecules and Cells 25%
Heredity and Evolution 25%
Organisms and Populations 50%
These three areas have been subdivided into major categories with percentage goals for each major category specified. The examination is constructed using the percentage goals as guidelines for question distribution.

Chemistry- A-G Course, Core
This is an introductory course in theories and concepts of modern chemistry. The course emphasizes the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. The student will be introduced to quantum mechanics, nuclear chemistry, and stoichiometry. The laboratory work will develop students’ reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

Physics- A-G Course, Core
This is an introductory course in theories and concepts of classical physics which include measurement, straight-line motion, forces, dynamics, momentum, projectile, circular & rotary motion, energy, matter properties, heat & engines and waves. This course also introduces topics of light and optics, electricity, magnetism, and semiconductors. Through this course the student will develop a better understanding of our technological environment and the logical reasoning behind problem-solving, both with textbook problems and hands-on applications. Laboratory projects and demonstrations are continually integrated with lectures and audio-visual presentations. Besides projects, student success and course understanding will be measured by traditional short-answer, multiple choice tests, mid-terms, and comprehensive finals at the end of each semester.

Spanish 1- A-G Course, Non-Core
Spanish 1 students are introduced to the basics of the Spanish language. A large emphasis will be placed on the present tense throughout the year. Through individual work and group activities, students will have the ability to carry on a simple Spanish conversation and will also gain the cultural richness and diversity of the Spanish speaking world.

Spanish for Native Speakers 1- A-G Course, Non-Core
In this class, native speakers will develop and improve reading, writing, and grammar skills through various readings, writing assignments, class discussions and group projects while learning to appreciate the depth and diversity of Hispanic culture, both in the United States and abroad. Special attention will be given to spelling, vocabulary of standard Spanish, and accents. Students will also read poetry, short stories, and novels in Spanish.

Spanish 2- A-G Course, Non-Core
The course will offer an in depth approach to tackling the anxieties and challenges of learning a new language. Conversational Spanish will be our main focus while grammatical structure and vocabulary building will be used to enhance language proficiency. Intercultural connections will be made as we examine the similarities and differences of the Spanish Speaking world out and within our own community.

Spanish for Native Speakers 2- A-G Course, Non-Core
The course will include readings from different writers and poets from Latin America, an examination of the structure of the Spanish language and how the language has developed with
influences from other languages. Special attention will be paid to the correct usage of grammatical tenses and vocabulary building. Evaluation will be done through assignments, group activities and presentations, essays, reports, and student participation.

**Spanish 3- A-G Course, Non-Core**

This course will explore the Spanish language and culture at a more in-depth level to increase the ability of students to understand what they hear, speak comprehensibly, read with understanding, and write with clarity. A variety of instructional methods and materials will be utilized to increase the Spanish literacy of students. Specifically, language usage and structure, comparisons of language and cultures, and the study and practice of other subject-matter through Spanish will be covered.

**Spanish for Native Speakers 3- A-G Course, Non-Core**

This is a course serving native speakers of Spanish in their 3rd year. Students engage in an in-depth study of the language and culture of Spanish-speaking communities across the world. Students enhance their heritage language skills in the modalities of oral comprehension and production as well as written comprehension and production. Here students move into the higher order thinking level of said skills. Grammatical structures of the language, manifestations of culture, literary analysis and production, as well as cultural identity, leadership and technology are all key foci of the course. Course content is introduced, reinforced and reviewed using a variety of culturally sensitive and learning-style-appropriate methods. Students participate in individual and cooperative activities that lead to demonstrations of their mastery of course material in myriad formats and authentic forms. Students will be given an opportunity to take AP Spanish.

**AP Spanish Language- A-G Course, Non-Core**

The AP Spanish Language course is designed to achieve the following objectives as aligned with the College Board:

- To satisfy the needs of the students who wish to pursue specific work to improve and/or increase their ability to listen, speak, read, and write the Spanish language fluently.
- To prepare the students to take the AP exam at the end of the course work in May. In this course, students develop advanced level skills in Spanish: the ability to read, understand, and communicate orally and in writing by working with grammatical structures and vocabulary used in daily life. Special emphasis is placed on the importance of oral communication and vocabulary development. These communicative lessons also provide a context from which the students begin a cultural study of the Spanish-speaking world.

**Technology/Leadership – Elective, Non-Core**

The objective of this course is to empower the student in two different aspects. The first is to guide the student through a discovery of what it means to be a citizen/resident of the United States and why leadership is necessary in this country and community. For this we will look at how public policy functions or has functioned in the world, specifically California, Los Angeles, and Inglewood. The second is to provide the student with the basic computer skills necessary to achieve success today and in the future. These skills include learning programs such as Word, PowerPoint, and Excel, as well as knowledge of the World Wide Web. In addition students will learn to create and design their own personal Web pages.

**Visual and Performing Arts – A-G, Elective, Non-Core**

In this art class for 10th graders, students will process, analyze and respond to sensory information through the language and skills unique to the visual arts. They will create, perform, and participate in the visual arts and learn to understand the visual arts in relation to history and
culture. In addition, students will respond to, analyze, and make judgments about the visual arts. Lastly, students will connect and apply what is learned in the visual arts to other art forms and subject areas.

**Drama – A-G, Elective, Non-Core**

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time-management skills, meet deadlines, and learn the professional standards required in the world of theatre.

**Film – A-G, Elective, Non-Core**

This course introduces students to the concepts of the arts behind film as an artistic medium. Students will explore a visual arts curriculum through the use of film medium. Looking at film and photography from a historical and scientific perspective, students will gain an appreciation for what they see visually and for what they themselves are able to create. This course will connect history, science and the arts. Primarily based on the California Visual and Performing Arts Standards students will create their own short films that meet a pre-determined criterion.

**Theater – A-G, Elective, Non-Core**

This course introduces students to the study of drama. Students will explore an arts curriculum through the theatre both in analysis and practice. Students will be exposed to script-text, dramatic composition, improvisation techniques, character development and effects of sound, staging and costume. After putting on short plays connected to contemporary American and Latino literature, students will create their own short play and present them. This course will utilize the CA State Standards.

**Intervention - Elective, Non-Core**

Intervention courses take a tiered approach to intervention. The Principal and Counselor use Benchmark Assessment Data, CST scores, and Mester Report Card Grades to determine what type of intervention the student needs. Courses include: Math Intervention, English Intervention, and Reading Intervention.

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
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<tbody>
<tr>
<td>Grades Nine &amp; Ten Reading</td>
<td>Grades 9-10 Students</td>
</tr>
<tr>
<td>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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*Vocabulary and Concept Development*
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or characters, and advance the plot or develop the theme.

Craft and Structure

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). (See grades 9-10 Language standards 4-6 on page 32 for additional expectations.)

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.

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.

Integration of Knowledge and Ideas

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).

8. (Not applicable to literature)

9. 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).

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, that are drawn between them.

Craft and Structure
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).

(See grades 9-10 Language standards 4-6 on page 32 for additional expectations.)

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).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

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.

Integration of Knowledge and Ideas
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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.

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity
10. By the end of grade 9, read and
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

**Literary Criticism**

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

**WRITING**

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

**Organization and Focus**

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

**Text Types and Purposes**

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,
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.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

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.

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

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).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

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.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:
   a. Relate a sequence of events and communicate the significance of the events to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
   d. Pace the presentation of actions to accommodate changes in time and mood.
   e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
   Demonstrate a comprehensive grasp of the significant ideas of literary works.
   Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
   Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:
   Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   Convey information and ideas from primary and secondary sources accurately and coherently.

   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Text Types and Purposes (continued)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
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.)
5. Develop and strengthen writing as needed
Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. Anticipate and address readers' potential misunderstandings, biases, and expectations. Use technical terms and notations accurately.

2.4 Write persuasive compositions: Structure ideas and arguments in a sustained and logical fashion. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters: Provide clear and purposeful information and address the intended audience appropriately. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. Highlight central ideas or images. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): Report information and convey ideas logically and correctly. Offer detailed and accurate specifications. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). Anticipate readers' problems, mistakes, and 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 9–10 on page 32.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

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.

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 including footnotes and endnotes.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9–10 Reading standards to literature (e.g., “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].”)
   b. Apply grades 9–10 Reading standards to
misunderstandings.

Written and Oral English Language Conventions
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
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.

Listening and Speaking

1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

Read 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.

Range of Writing

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

Comprehension and Collaboration
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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
1.8 Produce concise notes for extemporaneous delivery.
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
1.11 Assess how language and delivery discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)
b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired
affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s *Henry V* with Kenneth Branagh's 1990 film version).

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
- Narrate a sequence of events and communicate their significance to the audience.
- Locate scenes and incidents in specific places.
- Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- Convey information and ideas from primary and secondary sources accurately and coherently.

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.

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 on page 32 for specific expectations.)

### Language Standards 9-10

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   - a. Use parallel structure.*
   - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   - b. Use a colon to introduce a list or quotation.
   - c. Spell correctly.

#### Knowledge of Language

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.
   - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

#### Vocabulary Acquisition and Use
Make distinctions between the relative value and significance of specific data, facts, and ideas.
Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
Anticipate and address the listener's potential misunderstandings, biases, and expectations.
Use technical terms and notations accurately.
2.3 Apply appropriate interviewing techniques:
Prepare and ask relevant questions.
Make notes of responses.
Use language that conveys maturity, sensitivity, and respect.
Respond correctly and effectively to questions.
Demonstrate knowledge of the subject or organization.
Compile and report responses.
Evaluate the effectiveness of the interview.
2.4 Deliver oral responses to literature:
Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
Structure ideas and arguments in a coherent, logical fashion.
Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly
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.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic 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.
accepted beliefs, and logical reasoning. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations: Establish clearly the speaker's point of view on the subject of the presentation. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

<table>
<thead>
<tr>
<th>Grades Eleven &amp; Twelve Reading</th>
<th>Reading Standards for Literature 6-12</th>
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</thead>
<tbody>
<tr>
<td>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</td>
<td>11-12</td>
</tr>
<tr>
<td>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</td>
<td>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.</td>
</tr>
<tr>
<td>Vocabulary and Concept Development</td>
<td>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.</td>
</tr>
<tr>
<td>1.1 Trace the etymology of significant terms used in political science and history.</td>
<td>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/archetypes are introduced and developed).</td>
</tr>
<tr>
<td>1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</td>
<td>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.)</td>
</tr>
<tr>
<td>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</td>
<td>(See grades 11-12 Language standards 4-6 on page 32 for additional expectations.)</td>
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</tbody>
</table>

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. | 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. |

<table>
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<tr>
<th>Structural Features of Informational Materials</th>
<th>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</th>
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<tbody>
<tr>
<td>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.)</td>
<td>8. (Not applicable to literature)</td>
</tr>
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2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards
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.
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.
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.
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).
(See grades 11-12 Language standards 4-6 on page 32 for additional expectations.)
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.
   a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
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.
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.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The
| 3.1 | Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. |
| 3.2 | Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. |
| 3.3 | Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. |
| 3.4 | Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. |
| 3.5 | Analyze recognized works of American literature representing a variety of genres and traditions: |
| 3.6 | Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth). |
| 3.7 | Analyze recognized works of world literature from a variety of authors: |

**Narrative Analysis of Grade-Level-Appropriate Text**

9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**Literary Criticism**

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

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<tr>
<th>Writing Standards</th>
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<tr>
<td>Writing Strategies</td>
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<tr>
<td>1.0 Writing Strategies</td>
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<tr>
<td>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</td>
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<tr>
<th>Organization and Focus</th>
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<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

| 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. |

| 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. |

| 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. |

| 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. |

<table>
<thead>
<tr>
<th>Writing Standards 11-12</th>
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<tbody>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
</tbody>
</table>

| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |

| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |

| c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). |

| d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |

| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

| f. Provide a concluding statement or section that follows from and supports the argument presented. |

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. |

| a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information |
Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

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.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:
Narrate a sequence of events and communicate their significance to the audience.
Locate scenes and incidents in specific places.
Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings.
Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

a. 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.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. 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).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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 on page 32.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including
Demonstrate a comprehensive understanding of the significant ideas in works or passages. Analyze the use of imagery, language, universal themes, and unique aspects of the text. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions: Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports: Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. Include a formal bibliography.

2.5 Write job applications and résumés: Provide clear and purposeful information and address the intended audience appropriately. Use varied levels, patterns, and types of new arguments or information.

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.

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 including footnotes and endnotes.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
   b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

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 Standards 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.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when
language to achieve intended effects and aid comprehension. Modify the tone to fit the purpose and audience. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations: Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). Select an appropriate medium for each element of the presentation. Use the selected media skillfully, editing appropriately and monitoring for quality. Test the audience's response and revise the presentation accordingly.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. Produce legible work that shows accurate spelling and correct punctuation and capitalization. Reflect appropriate manuscript requirements in writing.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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.

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.

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

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.

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 on page 32 for specific expectations.)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's).
vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
   a. Inductive and deductive reasoning
   b. Syllogisms and analogies
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to

Dictionary of English Usage, Garner’s Modern American Usage) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.
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.
   a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
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.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic 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.
create effective productions.

**Analysis and Evaluation of Oral and Media Communications**

1.11 Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:

Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).

Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.

Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical
investigations:
Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:
Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:
Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
Select an appropriate medium for each element of the presentation.
Use the selected media skillfully, editing appropriately and monitoring for quality.
Test the audience's response and revise the
presentation accordingly. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy “To Be or Not to Be”).

HISTORY/SOCIAL SCIENCE STANDARDS FOR GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
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<tr>
<td>World History, Culture, and Geography: The Modern World</td>
<td>Reading Standards for Literacy in History/Social Studies Grades 9–10</td>
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<tr>
<td>Students in grade ten study major turning points that shaped the modern world, from the</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources,</td>
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<td>late eighteenth century through the present, including the cause and course of the two</td>
<td>attending to such features as the date and origin of the information.</td>
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<td>world wars. They trace the rise of democratic ideas and develop an understanding of the</td>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an</td>
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<tr>
<td>historical roots of current world issues, especially as they pertain to international</td>
<td>accurate summary of how key events or ideas develop over the course of the text.</td>
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<td>relations. They extrapolate from the American experience that democratic ideals are often</td>
<td>3. Analyze in detail a series of events described in a text; determine whether earlier events</td>
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<td>achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.</td>
<td>caused later ones or simply preceded them.</td>
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<td>Students develop an understanding of current world issues and relate them to their</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary</td>
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<tr>
<td>historical, geographic, political, economic, and cultural contexts. Students consider</td>
<td>describing political, social, or economic aspects of history/social science.</td>
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<td>multiple accounts of events in order to understand international relations from a variety</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or</td>
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<td>of perspectives. 10.1 Students relate the moral and ethical principles in ancient Greek</td>
<td>analysis.</td>
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<td>and Roman philosophy, in Judaism, and in Christianity to the development of Western</td>
<td>6. Compare the point of view of two or more authors for how they treat the same or similar</td>
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<td>political thought. Analyze the similarities and differences in Judeo-Christian and</td>
<td>topics, including which details they include and emphasize in their respective accounts.</td>
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<td>Greco-Roman views of law, reason and faith, and duties of the individual. Trace the</td>
<td>7. Integrate quantitative or technical analysis (e.g., charts, research data) with</td>
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<td>development of the Western political ideas of the rule of law and illegitimacy of tyranny,</td>
<td>qualitative analysis in print or digital text.</td>
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<td>using selections from Plato's Republic and Aristotle's Politics. Consider the influence of</td>
<td>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
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<td>the U.S. Constitution on political systems in the contemporary world.</td>
<td>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
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<td>10. By the end of grade 10, read and comprehend history/social studies texts in the grades</td>
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<td>9–10 text complexity band independently and proficiently.</td>
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<td></td>
<td>1. Cite specific textual evidence to support analysis of science and technical texts,</td>
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<td>attending to the precise details of explanations or descriptions.</td>
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<td>2. Determine the central ideas or conclusions of a text; trace the text's explanation or</td>
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<td>depiction of a complex process, phenomenon, or concept; provide an accurate summary of the</td>
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<td>3. Follow precisely a complex multistep procedure when carrying out experiments, taking</td>
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<td>measurements, or performing technical tasks, attending to special cases or exceptions</td>
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<td>defined in the text.</td>
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<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases</td>
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<td>as they are used in a specific scientific or technical context relevant to grades 9–10</td>
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<td>texts and topics.</td>
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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.

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). 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).

Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

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.

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

Analyze why England was the first country to industrialize.

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).

Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

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.
Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
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.
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.
Describe the rise of industrial economies and their link to imperialism and colonial-ism (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).
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.
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.
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.
10.5 Students analyze the causes and course of the First World War.
Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic while attending to the norms and conventions of the discipline in which they are writing.
1. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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.
9. Draw evidence from informational texts to support analysis reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Reading Standards for Literacy In History/Social Studies 11-12
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,
rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war." 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).

Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

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.

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.

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.

Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographical and political borders of Europe and the Middle East.

Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarianists.

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).

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

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).
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). 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.

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

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).

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. 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.

10.9 Students analyze the international developments in the post-World World War II world. Compare the economic and military power while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables, and multimedia when useful to aiding comprehension).

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each
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.

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.

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.

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).

Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

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.

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.

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

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

Grade Eleven
History-Social Science Content Standards.
United States History and Geography:
Continuity and Change in the Twentieth Century
Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that
the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

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. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. 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. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

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.

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. 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. 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. Trace the effect of the Americanization movement. Analyze the effect of urban political machines and responses to them by immigrants and
middle-class reformers. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. 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. 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). Examine the effect of political programs and activities of Populists. 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). 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. 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). 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. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century. 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.

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

List the purpose and the effects of the Open Door policy.

Describe the Spanish-American War and U.S. expansion in the South Pacific.

Discuss America's role in the Panama Revolution and the building of the Panama Canal.


Analyze the political, economic, and social ramifications of World War I on the home front.

Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.

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.

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

Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
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). Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

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

11.7 Students analyze America's participation in World War II.
Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
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).
Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
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.
Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
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.
Trace the growth of service sector, white collar, and professional sector jobs in business and government.
Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
Examine Truman's labor policy and congressional reaction to it.
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.
Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
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.
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).
11.9 Students analyze U.S. foreign policy since World War II.
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.
Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
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
List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
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.
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.
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.
Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in
higher education.
Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm 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.
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.
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.
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.
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
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.
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).
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.
Explain the constitutional crisis originating from the Watergate scandal. 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. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. 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.

Grade Twelve
History-Social Science Content Standards. Principles of American Democracy and Economics
Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions.
of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Principles of American Democracy
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.

Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.

Understand that the Bill of Rights limits the powers of the federal government and state governments.

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.
Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
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.
Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
Discuss the historical role of religion and religious diversity. 
Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
Explain the process through which the Constitution can be amended.
Identify their current representatives in the legislative branch of the national government.
Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
Explain the processes of selection and confirmation of Supreme Court justices.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
Analyze judicial activism and judicial restraint and the effects of each policy over the decades.
Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.


12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

Explain how conflicts between levels of government and branches of government are resolved.
Identify the major responsibilities and sources of revenue for state and local governments. Discuss reserved powers and concurrent powers of state governments. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia. 12.8 Students evaluate and take and defend positions on the influence of the media on American political life. Discuss the meaning and importance of a free and responsible press. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. Explain how public officials use the media to communicate with the citizenry and to shape public opinion. 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. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices. Compare the various ways in which power is
distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.
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.
Principles of Economics
12.1 Students understand common economic terms and concepts and economic reasoning.
Examine the causal relationship between scarcity and the need for choices.
Explain opportunity cost and marginal benefit and marginal cost.
Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.
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.
Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
Explain the roles of property rights, competition, and profit in a market economy.
Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
Understand the process by which competition among buyers and sellers determines a market price.
Describe the effect of price controls on buyers and sellers.
Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
Explain the role of profit as the incentive to entrepreneurs in a market economy.
Describe the functions of the financial markets.
Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the
federal government on the American economy. 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. Identify the factors that may cause the costs of government actions to outweigh the benefits. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.
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. 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. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy. Distinguish between nominal and real data. 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. Distinguish between short-term and long-term interest rates and explain their relative significance.

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

MATHEMATICS STANDARDS FOR STUDENTS IN GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
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<tbody>
<tr>
<td><strong>Algebra I</strong></td>
<td><strong>Algebra</strong></td>
</tr>
<tr>
<td>Grades Nine Through Twelve - Mathematics Content Standards</td>
<td>Interpret the structure of expressions</td>
</tr>
<tr>
<td>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.</td>
<td>1. Interpret expressions that represent a quantity in terms of its context.*</td>
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<tr>
<td>1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</td>
<td>a. Interpret parts of an expression, such as terms, factors, and coefficients.</td>
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<tr>
<td>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</td>
<td>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example,</td>
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<td>2.0 Students understand and use such operations as taking the opposite, finding the</td>
<td>interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$.</td>
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<td>2.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x– y^2$ as $(x– y)(x+ y^2)$.</td>
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<td>22</td>
<td>thus recognizing it as a difference of squares that can be factored as $(x– y^2)(x+ y^2)$.</td>
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<td></td>
<td>a. Use the distributive property to express a sum of terms with a common factor as a</td>
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reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12.

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

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 inequality (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.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

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.

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

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. (CA Standard Algebra I -11.0)

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

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)

2.1 Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. (CA Standard Algebra I -11.0)

Write expressions in equivalent forms to solve problems

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 \((1.15^{1/12})^{12t} \approx 1.012^{12t}\) to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

d. Prove simple laws of logarithms. (CA Standard Algebra II – 11.0)

e. Use the definition of logarithms to translate between logarithms in any base. (CA Standard Algebra II – 13.0)

f. Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. (CA Standard Algebra II – 14.0)

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not
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.

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

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

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.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

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

24.0 Students use and know simple aspects of a logical argument:

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show

1), and use the formula to solve problems. For example, calculate mortgage payments.*

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. (Common Core Standard A-APR-1)

Understand the relationship between zeros and factors of polynomials

1. Know and apply the Remainder Theorem: For a polynomial \( p(x) \) and a number \( a \), the remainder on division by \( x - a \) is \( p(a) \), so \( p(a) = 0 \) if and only if \( (x - a) \) is a factor of \( p(x) \).

2. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. For example, the

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polynomial identity \((x + y)^2 = (x - y)^2 + 4xy\) can be used to generate Pythagorean triples.

5. (+) Know and apply the Binomial Theorem for the expansion of \((x + y)^n\) in powers of \(x\) and \(y\) for a positive integer \(n\), where \(x\) and \(y\) are any numbers, with coefficients determined for example by Pascal’s Triangle.¹

¹The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument. Updated 08/30/12
that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

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<tr>
<th>Geometry</th>
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<tr>
<td>Grades Nine Through Twelve - Mathematics Content Standards</td>
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<tr>
<td>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.</td>
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<tr>
<td>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</td>
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<td>2.0 Students write geometric proofs, including proofs by contradiction.</td>
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<td>3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</td>
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<td>4.0 Students prove basic theorems involving congruence and similarity.</td>
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<td>5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</td>
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<tr>
<td>6.0 Students know and are able to use the triangle inequality theorem.</td>
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<td>7.0 Students prove and use theorems involving</td>
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- Geometry
- Congruence
- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

- Similarity, Right Triangles, and Trigonometry
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

- Circles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

- Expressing Geometric Properties with Equations Mathematical Practices
  1. Apply geometric concepts in modeling situations
  2. Mathematical Practices
  3. Make sense of problems and persevere in solving them.
  4. Reason abstractly and quantitatively.
  5. Construct viable arguments and critique the reasoning of others.
  7. Use appropriate tools strategically.
  8. Attend to precision.
  9. Look for and make use of structure.
  10. Look for and express regularity in repeated reasoning.

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems
the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

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.

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

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.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

14.0 Students prove the Pythagorean theorem.

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

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. For example, \( \tan(x) = \sin(x)/\cos(x) \), \( (\sin(x))^2 + (\cos(x))^2 = 1 \).

algebraically

Geometric Measurement and Dimension

Explain volume formulas and use them to solve problems

Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry

• Apply geometric concepts in modeling situations

Geometry

Congruence G-CO

Experiment with transformations in the plane

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. Theorems include:

   1. Vertically opposite angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.

10. Prove theorems about triangles. Theorems include:

    1. Measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
(\cos(x))^2 = 1.

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.

20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.

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.

10.1 Know and use the triangle inequality theorem. (CA Standard Geometry – 6.0)

11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT
Understand similarity in terms of similarity transformations
1. Verify experimentally the properties of dilations given by a center and a scale factor:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity
Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles
Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Explain and use the relationship between the sine and cosine of complementary angles.

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)

Apply trigonometry to general triangles.
9. (+) Derive the formula \( A = \frac{1}{2} ab \sin(C) \) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles G-C
Understand and apply theorems about circles
Prove that all circles are similar.
Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
(+ ) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
Expressing Geometric Properties with Equations G-GPE
Translate between the geometric description and the equation for a conic section
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
Derive the equation of a parabola given a focus and directrix.
(+ ) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

3.1 Demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it. (CA Standard Algebra II – 16.0)

2 2
3.2 Given a quadratic equation of the form \( ax + by + cx + dy + e = 0 \) use the method for completing the square to put the equation into standard form and recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Then graph the equation. (CA Standard Algebra II – 17.0)

3.3 Be familiar with conic sections, both analytically and geometrically. (CA Standard Math Analysis – 5.0)

Use coordinates to prove simple geometric theorems algebraically
Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point \((1, \sqrt{3})\) lies on the circle centered at the origin and containing the point \((0, 2)\). Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation
of a line parallel or perpendicular to a given line that passes through a given point).
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

**Geometric Measurement and Dimension (G-GMD)**

Explain volume formulas and use them to solve problems
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*

(+ ) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Visualize relationships between two-dimensional and three-dimensional objects
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
5. Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. *(CA Standard Geometry – 11.0)*

**Modeling with Geometry (G-MG)**

Apply geometric concepts in modeling situations
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). *

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). *

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). *

**Polar Coordinates and Curves**

Graph polar coordinates and curves

*Be familiar with polar coordinates. In particular, determine polar coordinates of a point given in rectangular coordinates and vice versa.* *(CA Standard Trigonometry – 15.0)*

*Represent equations given in rectangular coordinates in terms of polar coordinates.* *(CA Standard Trigonometry – 16.0)*

*Be familiar with, and apply, polar coordinates and vectors in the plane. In particular, translate between polar and rectangular coordinates and interpret polar coordinates and vectors graphically.*
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.

| 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. |
| 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 \( y = a(x-b)^2 + c \). |
| 10.0 | Students graph quadratic functions and determine the maxima, minima, and zeros of the function. |
11.0 Students prove simple laws of logarithms.
11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.
12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
13.0 Students use the definition of logarithms to translate between logarithms in any base.
14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.
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.
16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.
17.0 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.
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.
21.0 Students apply the method of mathematical induction to prove general
statements about the positive integers.
22.0 Students find the general term and the
sums of arithmetic series and of both finite and
infinite geometric series.
23.0 Students derive the summation formulas
for arithmetic series and for both finite and
infinite geometric series.
24.0 Students solve problems involving
functional concepts, such as composition,
defining the inverse function and performing
arithmetic operations on functions.
25.0 Students use properties from number
systems to justify steps in combining and
simplifying functions.

### Trigonometry

Grades Nine through Twelve - Mathematics
Content Standards

Trigonometry uses the techniques that students
have previously learned from the study of
algebra and geometry. The trigonometric
functions studied are defined geometrically
rather than in terms of algebraic equations.

Facility with these functions as well as the
ability to prove basic identities regarding them
is especially important for students intending
to study calculus, more advanced mathematics,
physics and other sciences, and engineering in
college.

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.
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 \( \sec^2(x) = \tan^2(x) + 1 \).

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.

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.

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\textsuperscript{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.

Mathematical Analysis
Grades Nine through Twelve - Mathematics Content Standards
This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course.
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. 3.0 Students can give proofs of various formulas by using the technique of mathematical induction. 4.0 Students know the statement of, and can apply, the fundamental theorem of algebra. 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.

Linear Algebra

Grades Nine through Twelve - Mathematics Content Standards

The general goal in this discipline is for students to learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables. Linear algebra is most often combined with another subject, such as trigonometry, mathematical analysis, or pre-calculus.

1.0 Students solve linear equations in any number of variables by using Gauss-Jordan elimination.

2.0 Students interpret linear systems as coefficient matrices and the Gauss-Jordan method as row operations on the coefficient matrix.

3.0 Students reduce rectangular matrices to row echelon form.

4.0 Students perform addition on matrices and
vectors.

5.0 Students perform matrix multiplication and multiply vectors by matrices and by scalars.
6.0 Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.
7.0 Students demonstrate an understanding of the geometric interpretation of vectors and vector addition (by means of parallelograms) in the plane and in three-dimensional space.
8.0 Students interpret geometrically the solution sets of systems of equations. For example, the solution set of a single linear equation in two variables is interpreted as a line in the plane, and the solution set of a two-by-two system is interpreted as the intersection of a pair of lines in the plane.
9.0 Students demonstrate an understanding of the notion of the inverse to a square matrix and apply that concept to solve systems of linear equations.
10.0 Students compute the determinants of 2 x 2 and 3 x 3 matrices and are familiar with their geometric interpretations as the area and volume of the parallelepipeds spanned by the images under the matrices of the standard basis vectors in two-dimensional and three-dimensional spaces.
11.0 Students know that a square matrix is invertible if, and only if, its determinant is nonzero. They can compute the inverse to 2 x 2 and 3 x 3 matrices using row reduction methods or Cramer’s rule.
12.0 Students compute the scalar (dot) product of two vectors in n-dimensional space and know that perpendicular vectors have zero dot product.

Probability and Statistics
Grades Nine through Twelve - Mathematics
Content Standards
This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving.

Statistics and Probability
Interpreting Categorical and Quantitative Data S-ID
Summarize, represent, and interpret data on a single count or measurement variable
Represent data with plots on the real number line (dot plots, histograms, and box plots).
Use statistics appropriate to the shape of the data.
Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

1.0 Students know the definition of the notion of independent events and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.

2.0 Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.

3.0 Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.

4.0 Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.

5.0 Students determine the mean and the standard deviation of a normally distributed random variable.

6.0 Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.

7.0 Students compute the variance and the standard deviation of a distribution of data.

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Uses given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Compute (using technology) and interpret the correlation coefficient of a linear fit.

Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

Make inferences and justify conclusions from sample
surveys, experiments, and observational studies
Recognize the purposes of and differences among
sample surveys, experiments, and observational
studies; explain how randomization relates to each.
Use data from a sample survey to estimate a population
mean or proportion; develop a margin of error through
the use of simulation models for random sampling.
Use data from a randomized experiment to compare
two treatments; use simulations to decide if differences
between parameters are significant.
Evaluate reports based on data.

Understand independence and conditional probability
and use them to interpret data
Describe events as subsets of a sample space (the set of
outcomes) using characteristics (or categories) of the
outcomes, or as unions, intersections, or complements
of other events (“or,” “and,” “not”).
Understand that two events A and B are independent if
the probability of A and B occurring together is the
product of their probabilities, and use this
characterization to determine if they are independent.
Understand the conditional probability of A given B as
\( P(A \text{ and } B)/P(B) \), and interpret independence of A and B
as saying that the conditional probability of A given B is
the same as the probability of A, and the conditional
probability of B given A is the same as the probability of
B.
Construct and interpret two-way frequency tables of
data when two categories are associated with each
object being classified. Use the two-way table as a
sample space to decide if events are independent and
to approximate conditional probabilities. For example,
collect data from a random sample of students in your
school on their favorite subject among math, science,
and English. Estimate the probability that a randomly
selected student from your school will favor science
given that the student is in tenth grade. Do the same for
other subjects and compare the results.
Recognize and explain the concepts of conditional
probability and independence in everyday language and
everyday situations. For example, compare the chance
of having lung cancer if you are a smoker with the
chance of being a smoker if you have lung cancer.

Use the rules of probability to compute probabilities of
compound events in a uniform probability model
Find the conditional probability of A given B as the
fraction of B’s outcomes that also belong to A, and
interpret the answer in terms of the model.
Apply the Addition Rule, \( P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B) \), and interpret the answer in terms of the model.
(+ ) Apply the general Multiplication Rule in a uniform
probability model, \( P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B) \),
Advanced Placement Probability and Statistics Standards
This discipline is a technical and in-depth extension of probability and statistics. In particular, mastery of academic content for advanced placement gives students the background to succeed in the Advanced Placement examination in the subject.

1. Students solve probability problems with finite sample spaces by using the rules for addition, multiplication, and complementation for probability distributions and understand the simplifications that arise with independent events.

2. Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.

3. Students demonstrate an understanding of the notion of discrete random variables by using this concept to solve for the probabilities of outcomes, such as the probability of the occurrence of five or fewer heads in 14 coin tosses.

4. Students understand the notion of a continuous random variable and can interpret the probability of an outcome as the area of a region under the graph of the probability density function associated with the random variable.

5. Students know the definition of the mean of a discrete random variable and can determine the mean for a particular discrete random variable.

6. Students know the definition of the variance of a discrete random variable and can determine the variance for a particular discrete random variable.

7. Students demonstrate an understanding of the standard distributions (normal, binomial, and exponential) and can use the distributions to solve for events in problems in which the distribution belongs to those families.

8. Students determine the mean and the standard deviation of a normally distributed random variable.

9. Students know the central limit theorem and can use it to obtain approximations for probabilities in problems of finite sample spaces in which the probabilities are distributed binomially.

10. Students know the definitions of the mean, median, and mode of distribution of data and can compute each of them in particular situations.

11. Students compute the variance and the standard deviation of a distribution of data.

12. Students find the line of best fit to a given distribution of data by using least squares regression.
8.0 Students determine the mean and the standard deviation of a normally distributed random variable.

9.0 Students know the central limit theorem and can use it to obtain approximations for probabilities in problems of finite sample spaces in which the probabilities are distributed binomially.

10.0 Students know the definitions of the mean, median, and mode of distribution of data and can compute each of them in particular situations.

11.0 Students compute the variance and the standard deviation of a distribution of data.

12.0 Students find the line of best fit to a given distribution of data by using least squares regression.

13.0 Students know what the correlation coefficient of two variables means and are familiar with the coefficient's properties.

14.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line graphs and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

15.0 Students are familiar with the notions of a statistic of a distribution of values, of the sampling distribution of a statistic, and of the variability of a statistic.

16.0 Students know basic facts concerning the relation between the mean and the standard deviation of a sampling distribution and the mean and the standard deviation of the population distribution.

17.0 Students determine confidence intervals for a simple random sample from a normal distribution of data and determine the sample size required for a desired margin of error.

18.0 Students determine the P-value for a statistic for a simple random sample from a normal distribution.

19.0 Students are familiar with the chi-square distribution and chi-square test and understand their uses.
<table>
<thead>
<tr>
<th>Calculus Standards</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity: 1.1 Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions. 1.2 Students use graphical calculators to verify and estimate limits. 1.3 Students prove and use special limits, such as the limits of ((\sin(x))/x) and ((1-\cos(x))/x) as (x) tends to 0. 2.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function. 3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem. 4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability: 4.1 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function. 4.2 Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function. 4.3 Students understand the relation between differentiability and continuity. 4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions. 5.0 Students know the chain rule and its proof and application.</td>
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</tbody>
</table>
4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.  
5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.  
6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.  
7.0 Students compute derivatives of higher orders.  
8.0 Students know and can apply Rolle’s theorem, the mean value theorem, and L'Hôpital’s rule.  
9.0 Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.  
10.0 Students know Newton's method for approximating the zeros of a function.  
11.0 Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.  
12.0 Students use differentiation to solve related rate problems in a variety of pure and applied contexts.  
13.0 Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.  
14.0 Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.  
15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.  
16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.  
17.0 Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.  
18.0 Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.  
19.0 Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.  
20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.  
21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.  
22.0 Students understand improper integrals as limits of definite integrals.  
23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the
of a solid, area of a surface of revolution, length of a curve, and work.

17.0 Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.

18.0 Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.

19.0 Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.

20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.

21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.

22.0 Students understand improper integrals as limits of definite integrals.

23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.

24.0 Students understand and can compute the radius (interval) of the convergence of power series.

25.0 Students differentiate and integrate the terms of a power series in order to form new series from known ones.

26.0 Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.

27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.
situations, including growth-and-decay problems.

**ELD STRATEGIES AND APPLICATIONS FOR STUDENTS IN GRADE 9 THROUGH 12**

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
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<tbody>
<tr>
<td>English-language arts sub-strand, Beginning ELD level Grades 9–12 Comprehension: Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Ask and answer questions by using simple sentences or phrases. Demonstrate comprehension of oral presentations and instructions through non-verbal responses. Comprehension and Organization and Delivery of Oral Communications: Analysis and Evaluation of Oral and Media Communications and Comprehension Respond with simple words or phrases to questions about simple written texts. Orally identify types of media (e.g., magazine, documentary film, news report).</td>
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<tr>
<td>Listening and Speaking Strategies and Applications Early intermediate ELD level Grades 9-12 Comprehension: Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she). Ask and answer questions by using phrases or simple sentences. Restate and execute multiple-step oral directions. Comprehension and Organization and Delivery of Oral Communication: Restate in simple sentences the main idea of oral presentations in subject-matter content. Orally communicate basic needs (e.g., “Do we have to ______?”). Prepare and deliver short oral presentations.</td>
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<td>English-language arts sub-strand Intermediate ELD level</td>
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<td>Grades 9–12</td>
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<tr>
<td>Comprehension:</td>
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<td>Respond to messages by asking simple questions or by briefly restating the message. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</td>
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<td>Comprehension and Organization and Delivery of Oral Communication:</td>
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<tr>
<td>Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</td>
<td></td>
</tr>
<tr>
<td>Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</td>
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</tr>
<tr>
<td>Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.</td>
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</tr>
<tr>
<td>Organization and Delivery of Oral Communication:</td>
<td></td>
</tr>
<tr>
<td>Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.</td>
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<tr>
<td>Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.</td>
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<tr>
<td>Prepare and ask basic interview questions and respond to them.</td>
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<table>
<thead>
<tr>
<th>English-language arts sub-strand Early advanced ELD level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9–12</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Organization and Delivery of Oral Communication:</td>
<td></td>
</tr>
<tr>
<td>Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</td>
<td></td>
</tr>
<tr>
<td>Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</td>
<td>Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. Use simple figurative language and idiomatic expressions (e.g., “sunshine girl,” “heavy as a ton of bricks”) to communicate ideas to a variety of audiences. Prepare and deliver presentations that follow a process of organization and use various sources. Prepare and deliver brief oral presentations/reports on historical investigations, a problem and solution, or a cause and effect.</td>
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<tr>
<td><strong>English-language arts sub-strand</strong></td>
<td><strong>Advanced ELD level</strong></td>
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<tr>
<td><strong>Grades 9–12</strong></td>
<td></td>
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<tr>
<td><strong>Comprehension:</strong></td>
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<tr>
<td>Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).</td>
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<tr>
<td><strong>Comprehension and Organization and Delivery of Oral Communication:</strong></td>
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<tr>
<td>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.</td>
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</tbody>
</table>
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

## NUTRITION AND PHYSICAL ACTIVITY STANDARDS FOR STUDENTS IN GRADE 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</td>
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<tr>
<td>1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.</td>
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<tr>
<td>1.3.N Explain the importance of variety and moderation in food selection and consumption.</td>
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<tr>
<td>1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.</td>
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<tr>
<td>1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</td>
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<tr>
<td>1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.</td>
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<tr>
<td>1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.</td>
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</tr>
<tr>
<td>1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.</td>
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<tr>
<td>1.9.N Analyze the relationship between physical activity and overall health.</td>
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<tr>
<td>1.10.N Evaluate various approaches to maintaining a healthy weight.</td>
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<tr>
<td>1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.</td>
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<tr>
<td>1.13.N Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.</td>
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</tbody>
</table>
1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease. Standard 2: Analyzing Influences
2.1.N Evaluate internal and external influences that affect food choices.
2.2.N Assess personal barriers to healthy eating and physical activity.
2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
2.6.N Analyze internal and external influences that affect physical activity.
Standard 3: Accessing Valid Information
3.1.N Access sources of accurate information about safe and healthy weight management.
3.2.N Evaluate the accuracy of claims about food and dietary supplements.
3.3.N Describe how to use nutrition information on food labels to compare products.
3.4.N Evaluate the accuracy of claims about the safety of fitness products.
3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.
3.6.N Describe internal and external influences that affect physical activity.
Standard 4: Interpersonal Communication
4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
4.2.N Practice how to refuse less-nutritious foods in social settings.
Standard 5: Decision Making
5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level,
pregnancy, and health status.

5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.

5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.

Standard 6: Goal Setting

6.1.N Assess one’s personal nutrition needs and physical activity level.

6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.

6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Select healthy foods and beverages in a variety of settings.

7.2.N Critique one’s personal diet for overall balance of key nutrients.

7.3.N Identify strategies for eating more fruits and vegetables.

7.4.N Describe how to take more personal responsibility for eating healthy foods.

7.5.N Participate in school and community activities that promote fitness and health.

Standard 8: Health Promotion

8.1.N Advocate enhanced nutritional options in the school and community.

8.2.N Educate family and peers about choosing healthy foods.

GROWTH, DEVELOPMENT, AND SEXUAL HEALTH

Standard 1: Essential Concepts

1.1.G Describe physical, social, and emotional changes associated with being a young adult.

1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.

1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.¹

1.4.G Identify why abstinence is the most

¹See Education Code (EC) sections 51933(b)(7), (b)(11), and 51934(b)(6).
effective method for the prevention of HIV, other STDs, and pregnancy.\textsuperscript{2}

1.5.G Summarize fertilization, fetal development, and childbirth.

1.6.G Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.\textsuperscript{3}

1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.\textsuperscript{4}

1.8.G Analyze STD rates among teens.

1.9.G Explain laws related to sexual behavior and the involvement of minors.

1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.\textsuperscript{5}

1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.

1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.\textsuperscript{6}

Standard 2: Analyzing Influences

2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.

2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.

2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.

2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.\textsuperscript{7}

2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.\textsuperscript{8}

\textsuperscript{2}EC sections 51933(b)(8), 51934(b)(3).
\textsuperscript{3}EC Section 51933(b)(12).
\textsuperscript{4}EC Section 51934(b)(1), (b)(4).
\textsuperscript{5}EC Section 51930(b)(2).
\textsuperscript{6}EC sections 51933(b)(10), 51934(b)(3).
\textsuperscript{7}EC sections 51933(b)(11), 51934(b)(6).
\textsuperscript{8}EC Section 51930(b)(2).
Standard 3: Accessing Valid Information
3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.⁹
3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.¹⁰
3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.¹¹
3.4.G Evaluate laws related to sexual involvement with minors.

Standard 4: Interpersonal Communication
4.1.G Analyze how interpersonal communication affects relationships.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
4.3.G Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making
5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.¹²
5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.¹³
5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.¹⁴
5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.¹⁵
5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development.

⁹EC sections 51931(b), 51933(b)(11), 51934(b).
¹⁰EC sections 51933(b)(10), 51934(b)(3), (b)(5).
¹¹EC sections 51933(b)(10), 51934(b)(3).
¹²EC Section 51934(b)(3), (b)(6).
¹³EC Section 51933(b)(11).
¹⁴EC sections 51933(b)(11), 51934(b)(6).
¹⁵EC sections 51933(b)(9), (b)(10), 51934(b)(1), (b)(2), (b)(3).
physical appearance, gender roles, and sexual orientation.¹⁶
5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.¹⁷
5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

Standard 6: Goal Setting
6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.¹⁸
6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.¹⁹

Standard 7: Practicing Health-Enhancing Behaviors
7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).

Standard 8: Health Promotion
8.1.G Encourage and support safe, respectful, and responsible relationships.
8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.²⁰
8.3.G Support others in making positive and healthful choices about sexual behavior.²¹

INJURY PREVENTION AND SAFETY
Standard 1: Essential Concepts
1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.
1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.

¹⁶EC Section 51930(b)(2).
¹⁷EC sections 51933(b)(11), 51934 (b)(6).
¹⁸EC Section 51933(b)(11).
¹⁹EC sections 51933(b)(8), (b)(10), 51934(b)(3).
²⁰EC Section 51934(b)(7).
²¹EC sections 51933(b)(11), 51934(b)(6).
1.3.S Analyze emergency preparedness plans for the home, the school, and the community.
1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.
1.5.S Describe rules and laws intended to prevent injuries.
1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.
1.7.S Discuss the characteristics of gang members.
1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
1.9.S Explain the effects of violence on individuals, families, and communities.
1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., land-slides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.

Standard 2: Analyzing Influences
2.1.S Analyze internal and external influences on personal, family, and community safety.
2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
2.3.S Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.
2.4.S Analyze why it is risky to belong to a gang.

Standard 3: Accessing Valid Information
3.1.S Analyze sources of information and services concerning safety and violence prevention.
3.2.S Analyze community resources for disaster preparedness.

Standard 4: Interpersonal Communication
4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

Standard 5: Decision Making
5.1.S Apply a decision-making process to avoid potentially dangerous situations.
5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.
5.3.S Analyze the consequences of gang involvement for self, family, and the community.
5.4.S Analyze the consequences of violence for self, family, and the community.

Standard 6: Goal Setting
6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.
7.3.S Demonstrate first aid and CPR procedures.
7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.  
7.5.S Assess characteristics of harmful or abusive relationships.

Standard 8: Health Promotion
8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
8.2.S Encourage peers to use safety equipment during physical activity.
8.3.S Encourage actions to promote safe driving experiences.

ALCOHOL, TOBACCO, AND OTHER DRUGS
Standard 1: Essential Concepts
1.1.A Describe the health benefits of

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22 See EC Section 49330 and the Glossary for the legal definition of a weapon.
abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.
1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
Standard 2: Analyzing Influences
2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
Standard 3: Accessing Valid Information
3.1.A Access information, products, and services related to the use of alcohol, tobacco,
and other drugs.
3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication
4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

Standard 5: Decision Making
5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

Standard 6: Goal Setting
6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

Standard 8: Health Promotion
8.1.A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.

8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

<table>
<thead>
<tr>
<th>MENTAL, EMOTIONAL, AND SOCIAL HEALTH</th>
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<tbody>
<tr>
<td>Standard 1: Essential Concepts</td>
</tr>
<tr>
<td>1.1.M Describe the benefits of having positive relationships with trusted adults.</td>
</tr>
<tr>
<td>1.2.M Analyze the qualities of healthy peer and family relationships.</td>
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<tr>
<td>1.3.M Describe healthy ways to express</td>
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caring, friendship, affection, and love.
1.4.M Describe qualities that contribute to a positive self-image.
1.5.M Describe how social environments affect health and well-being.
1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.
1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
1.9.M Classify personal stressors at home, in school, and with peers.
1.10.M Identify warning signs for suicide.
1.11.M Identify loss and grief.
Standard 2: Analyzing Influences
2.1.M Analyze the internal and external issues related to seeking mental health assistance.
Standard 3: Accessing Valid Information
3.1.M Access school and community resources to help with mental, emotional, and social health concerns.
3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.
Standard 4: Interpersonal Communication
4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
4.2.M Discuss healthy ways to respond when you or someone you know is grieving.
Standard 5: Decision Making
5.1.M Monitor personal stressors and assess techniques for managing them.
5.2.M Compare various coping mechanisms for managing stress.
5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.
Standard 6: Goal Setting
6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
6.2.M Set a goal to reduce life stressors in a health-enhancing way.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.M Assess personal patterns of response to stress and use of resources.
7.4.M Practice respect for individual differences and diverse backgrounds.
7.5.M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.
7.6.M Practice setting personal boundaries in a variety of situations.

Standard 8: Health Promotion
8.1.M Support the needs and rights of others regarding mental and social health.
8.2.M Promote a positive and respectful environment at school and in the community.
8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

PERSONAL AND COMMUNITY HEALTH

Standard 1: Essential Concepts
1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
1.3.P Identify symptoms that should prompt individuals to seek health care.
1.4.P Identify types of pathogens that cause disease.
1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.
1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and
discuss strategies for avoiding exposure.
1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
1.8.P Examine common types and symptoms of cancer.
1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.
1.11.P Examine ways to prevent and manage asthma.
1.12.P Identify global environmental issues.
1.13.P Describe the impact of air and water pollution on health.
1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).
Standard 2: Analyzing Influences
2.1.P Discuss influences that affect positive health practices.
2.2.P Evaluate influences on the selection of personal health care products and services.
2.3.P Analyze how environmental conditions affect personal and community health.
2.4.P Discuss ways to stay informed about environmental issues.
2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
2.6.P Evaluate the benefits of informed health choices.
2.7.P Evaluate the need for rest, sleep, and exercise.
Standard 3: Accessing Valid Information
3.1.P Access valid information about personal health products and services available in the community.
3.2.P Access valid information about common diseases.
3.3.P Evaluate current research about the health consequences of poor environmental conditions.
3.4.P Identify government and community
agencies that promote health and protect the environment.

3.5.P Assess ways to be a responsible consumer of health products and services.

Standard 4: Interpersonal Communication

4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

Standard 5: Decision Making

5.1.P Apply a decision-making process to a personal health issue or problem.

5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.

5.3.P Apply a decision-making process to a community or environmental health issue.

5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.

5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

Standard 6: Goal Setting

6.1.P Develop a plan of preventive health management.

6.2.P Develop a plan of preventive dental health management.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.

7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.

7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.

7.4.P Describe the steps involved in breast or testicular self-exams.

Standard 8: Health Promotion

8.1.P Support personal or consumer health issues that promote community wellness.

8.2.P Encourage societal and environmental
THE OVERARCHING HEALTH EDUCATION CONTENT STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>Standard 1: Essential Health Concepts</td>
<td>All students will comprehend essential concepts related to enhancing health.</td>
</tr>
<tr>
<td>Standard 2: Analyzing Health Influences</td>
<td>All students will demonstrate the ability to analyze internal and external influences that affect health.</td>
</tr>
<tr>
<td>Standard 3: Accessing Valid Health Information</td>
<td>All students will demonstrate the ability to access and analyze health information, products, and services.</td>
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<tr>
<td>Standard 4: Interpersonal Communication</td>
<td>All students will demonstrate the ability to use interpersonal communication skills to enhance health.</td>
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<tr>
<td>Standard 5: Decision Making</td>
<td>All students will demonstrate the ability to use decision-making skills to enhance health.</td>
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<tr>
<td>Standard 6: Goal Setting</td>
<td>All students will demonstrate the ability to use goal-setting skills to enhance health.</td>
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<tr>
<td>Standard 7: Practicing Health-Enhancing Behaviors</td>
<td>All students will demonstrate the ability to practice behaviors that reduce risk and promote health.</td>
</tr>
<tr>
<td>Standard 8: Health Promotion</td>
<td>All students will demonstrate the ability to promote and support personal, family, and community health.</td>
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PHYSICAL EDUCATION STANDARDS FOR STUDENTS IN GRADES 9 THROUGH 12

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<th>CA State Content Standards</th>
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<tbody>
<tr>
<td>The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their</td>
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</table>
lifetime.
The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.
High School Courses 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. High School Courses 3 and 4 are electives that provide students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime.
Course 4 electives are designed as a continuation of Course 3 and are intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come.
HIGH SCHOOL COURSE 1
STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
1.3 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 dual activities.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.

1.5 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.

1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.

1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.

1.8 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.

1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.

1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.

1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.

1.12 Demonstrate independent learning of movement skills.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.

2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.

2.4 Use physical fitness test results to set and adjust goals to improve fitness.

2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.

2.6 Identify the physical fitness requirements of an occupation.

2.7 Develop and implement a one-month personal physical fitness plan.

2.8 Analyze consumer physical fitness products and programs.

2.9 Explain the inherent risks associated with physical activity in extreme environments.

2.10 Identify and list available fitness resources in the community.

2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.

3.2 Act independently of negative peer pressure during physical activity.

3.3 Identify and evaluate personal psychological responses to physical activity.

3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by
achieving one’s best in physical activities.

3.5 Develop personal goals to improve one’s performance in physical activities.

Social Interaction

3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.

3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

3.10 Identify and utilize the potential strengths of each individual in physical activities.

HIGH SCHOOL COURSE 2
STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.

1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.

1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.

1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to
achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.

1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling, and team activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.

1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.

1.12 Evaluate independent learning of movement skills.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

2.4 Assess levels of physical fitness and
adjust physical activity to accommodate changes in age, growth, and development.
2.5 Justify the use of particular physical activities to achieve desired fitness goals.
2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
2.8 Explain how to evaluate consumer physical fitness products and programs.
2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
2.10 Evaluate the availability and quality of fitness resources in the community.
2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Participate in physical activities for personal enjoyment.
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction
3.6 Identify the effects of individual differences, such as age, gender, ethnicity,
socioeconomic status, and culture, on preferences for and participation in physical activity.

Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

**Group Dynamics**

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

**HIGH SCHOOL COURSE 3A**

**ADVENTURE/OUTDOOR ACTIVITIES**

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3A.*

**STANDARD 1**

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.

1.2 Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities and demonstrate them.

1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.

1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.

1.6 Demonstrate independent learning of
movement skills in adventure/outdoor activities.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in adventure/outdoor activities that improve health-related physical fitness.
2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.
2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
2.4 Explain the relationship between participation in adventure/outdoor activities and health.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Compare and contrast the effective leadership skills used in adventure/outdoor activities and those used in other physical activities.
3.2 Develop personal goals to improve performance in adventure/outdoor activities.
3.3 Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.
3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.

Social Interaction

3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.
Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.

Group Dynamics
3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.
3.8 Analyze the role that cooperation and leadership play in adventure/outdoor activities.
3.9 Engage in adventure/outdoor activities both in school and outside school.

HIGH SCHOOL COURSE 3B
Aerobic Activities
*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3B.*

STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic dance</td>
<td>Cross-country skiing</td>
</tr>
<tr>
<td>Running</td>
<td>Cycling</td>
</tr>
<tr>
<td>Skating</td>
<td>Triathlon</td>
</tr>
<tr>
<td>Swimming</td>
<td>Walking</td>
</tr>
</tbody>
</table>

1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.
1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.
1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
1.6 Demonstrate independent learning of movement skills in aerobic activities.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Identify and achieve a personal level of excellence in physical fitness.
2.2 Engage independently in physical activity that increases aerobic capacity.
2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a physical activity program.
2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.
2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Engage independently in aerobic activities.
3.2 Develop personal goals to improve performance in aerobic activities.
3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.
3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

Social Interaction
3.6 Invite others to join in aerobic activity.
3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.
3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.
**Group Dynamics**

3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.

3.10 Analyze the role that cooperation and leadership play in aerobic activities.

3.11 Engage in aerobic activities both in school and outside school.

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**HIGH SCHOOL COURSE 3C**

**INDIVIDUAL AND DUAL ACTIVITIES**

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3C.*

**STANDARD 1**

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities.

Demonstrate advanced knowledge and skills in two or more individual and dual activities, selecting one or more from each of the following categories:

*Individual*  
- Archery  
- Cycling  
- Golf  
- Gymnastics/Tumbling  
- Skating  
- Skiing  
- Surfing  
- Yoga  

*Dual*  
- Badminton  
- Handball  
- Racquetball  
- Squash  
- Tennis  
- Two-Player  
- Volleyball

1.2 Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.

1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in individual and dual activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of individual and dual activities.
activities.
1.5 List the safety equipment required for participation in individual and dual activities; describe and demonstrate the use of such equipment.
1.6 Demonstrate independent learning of movement skills in individual and dual activities.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
2.2 Participate in individual and dual activities that improve or maintain health-related physical fitness.
2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related physical fitness.
2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
2.5 Explain the relationship between participation in individual and in dual activities and health.
2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to individual and dual activities.

Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Compare and contrast the effective leadership skills used in individual and dual
activities and those used in other physical activities.
3.2 Develop personal goals to improve performance in individual and dual activities.
3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.
3.4 Evaluate the risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.

Social Interaction
3.5 Explain how to select and modify individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs. Analyze the role of social interaction in the successful participation in and enjoyment of individual and dual activities.

Group Dynamics
3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.
3.8 Analyze the role that cooperation and leadership play in individual and dual activities.
3.9 Engage in individual and dual activities both in school and outside school.

HIGH SCHOOL COURSE 3D
DANCE
*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3D.*

STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more

From each of the following categories:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballet</td>
<td>Modern</td>
</tr>
<tr>
<td>Folk</td>
<td>Social</td>
</tr>
<tr>
<td>Jazz</td>
<td>Square</td>
</tr>
</tbody>
</table>
1.2   Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.
1.3   Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
1.4   Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.
1.5   List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.
1.6   Demonstrate independent learning of movement skills in dance activities.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1   Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
2.2   Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
2.3   Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.
2.4   Improve or maintain one’s physical fitness by adjusting physical activity levels according to the principles of exercise.
2.5   Explain the relationship between participation in dance activities and health.
2.6   Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
2.7   Develop and implement a month-long personal physical fitness plan that includes dance activities.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Self-Responsibility**
3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.
3.2 Develop personal goals to improve performance in dance activities.
3.3 Identify and analyze dance activities that enhance personal enjoyment.
3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.

**Social Interaction**
3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

**Group Dynamics**
3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
3.8 Analyze the role that cooperation and leadership play in dance activities.
3.9 Engage in dance activities both in school and outside school.

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**HIGH SCHOOL COURSE 3F**

**WEIGHT TRAINING AND FITNESS**
*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3F.*

**STANDARD 1**
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting
techniques.
1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.
1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.
1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.
1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight lifting.
1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.
1.8 Demonstrate independent learning of movement skills in weight training.
STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.
2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.
2.6 Demonstrate and explain the concepts of two different conditioning programs.
2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.
2.8 Meet increasingly higher levels of speed, strength, power, and endurance.
2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Display safe and responsible behavior while training.
3.2 Describe the role of motivation in physical activity.
3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.
3.4 Develop personal goals to improve performance in weight training and fitness.
3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.
3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction
3.7 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs. Analyze the role of social interaction in the successful participation in and enjoyment of weight training and fitness activities.

Group Dynamics
Assist others in the achievement of their fitness goals.

HIGH SCHOOL COURSE 4A
ADVANCED ADVENTURE/OUTDOOR
ACTIVITIES

High School Courses 1, 2, and 3A are designed to be completed before a student enrolls in High School Course 4A.

STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Demonstrate expertise in one adventure/outdoor activity.
1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.
1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of adventure/outdoor activities.
1.4 Practice adventure/outdoor activities in real-world settings.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in an adventure/outdoor activity.
Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.
3.2 Set personal goals for improved performance and enjoyment of
adventure/outdoor activities.

Group Dynamics
3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.

HIGH SCHOOL COURSE 4B
ADVANCED AEROBIC ACTIVITIES
*High School Courses 1, 2, and 3B are designed to be completed before a student enrolls in High School Course 4B.*

STANDARD 1
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic dance</td>
<td>Cross-country skiing</td>
</tr>
<tr>
<td>Running</td>
<td>Cycling</td>
</tr>
<tr>
<td>Skating</td>
<td>Triathlon</td>
</tr>
<tr>
<td>Swimming</td>
<td>Walking</td>
</tr>
</tbody>
</table>

1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.

1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.

1.4 Practice aerobic activities in real-world settings.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Identify and achieve levels of personal excellence in health-related physical fitness.

2.2 Adjust personal fitness goals on the basis of fitness assessment measures to improve
performance in aerobic activities.
Design a personal physical fitness program in
preparation for the demands of a competitive
aerobic activities.
STANDARD 3
Students demonstrate knowledge of
psychological and sociological concepts,
principles, and strategies that apply to the
learning and performance of physical activity.

Self-Responsibility
3.1 Demonstrate a physically active lifestyle
that provides for enjoyment and challenge
through aerobic activity.
3.2 Identify the qualities of aerobic activity
that enhance personal enjoyment.
3.3 Evaluate changes in self-responsibility as
skill levels in aerobic activities improve.
3.4 Set personal goals for improved
performance and enjoyment of aerobic
activities.

Group Dynamics
3.5 Perform and evaluate planned and
spontaneous leadership assignments and roles
in high-level aerobic activities.

HIGH SCHOOL COURSE 4C
ADVANCED INDIVIDUAL AND DUAL
ACTIVITIES
High School Courses 1, 2, and 3C are
designed to be completed before a student
enrolls in High School
Course 4C.
STANDARD 1
Students demonstrate knowledge of and
competency in motor skills, movement
patterns, and strategies needed to perform a
variety of physical activities.
Demonstrate expertise in two or more of the
following individual and dual activities,
preferably one from each category:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Badminton</td>
</tr>
<tr>
<td>Cycling</td>
<td>Handball</td>
</tr>
<tr>
<td>Golf</td>
<td>Racquetball</td>
</tr>
<tr>
<td>Gymnastics/Tumbling</td>
<td>Squash</td>
</tr>
<tr>
<td>Skating</td>
<td>Tennis</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Skiing</td>
<td>Two-Player volleyball</td>
</tr>
<tr>
<td>Surfing</td>
<td>Yoga</td>
</tr>
</tbody>
</table>

1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in individual and dual activities.

1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.

1.4 Practice individual and dual activities in real-world settings.

STANDARD 2
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Develop personal physical fitness standards that exceed those of a scientifically based health-related physical fitness assessment.

2.2 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to individual and dual activities.

2.3 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in individual and dual activities.

Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a selected individual or dual activity.

STANDARD 3
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the
learning and performance of physical activity.

*Self-Responsibility*

3.1 Evaluate changes in self-responsibility as skill levels in individual and dual activities improve.

3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.

*Group Dynamics*

3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level Individual and dual activities.

**HIGH SCHOOL COURSE 4D**

Advanced Dance

*High School Courses 1, 2, and 3D are designed to be completed before a student enrolls in High School Course 4D.*

**STANDARD 1**

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Demonstrate expertise in two or more of the following dance activities, preferably one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballet</td>
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</tr>
<tr>
<td>Folk</td>
<td>Social</td>
</tr>
<tr>
<td>Jazz</td>
<td>Square</td>
</tr>
</tbody>
</table>

1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in dance activities.

1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.

1.4 Practice dance in real-world settings.

1.5 Demonstrate skills in choreography.

**STANDARD 2**

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and
strategies.

2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in a dance activity.

2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.

2.3 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Evaluate changes in self-responsibility as skill levels in dance activities improve.

3.2 Set personal goals for improved performance and enjoyment of dance activities.

Group Dynamics

3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.

LIBRARY STANDARDS FOR STUDENTS IN GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
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</thead>
<tbody>
<tr>
<td>Standard 1. Students access information. The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.</td>
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<tr>
<td>1.1 Recognize the need for information:</td>
<td></td>
</tr>
<tr>
<td>a. Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry.</td>
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<tr>
<td>1.2 Formulate appropriate questions:</td>
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<tr>
<td>a. Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic.</td>
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<tr>
<td>b. Develop and present a clear thesis statement or hypothesis.</td>
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</tbody>
</table>
c. Finalize the research question or hypothesis by conducting preliminary research.

1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:
   a. Use a variety of search engines and licensed and free databases to locate appropriate information.
   b. Search for information on Web sites by using “tags” and hierarchical directories.
   c. Use the hierarchy of a URL through successive truncations to navigate a site.
   d. Search for information by using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation).
   e. Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language.
   f. Differentiate between scholarly and popular publications in print or digital format.
   g. Create and save searches and bibliographies within library catalogs and databases.
   h. Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles).
   i. Select and use appropriate tools and technology to locate resources.
   j. Identify, compare, and contrast the bibliographic information provided in a printed or digital book or on a Web site.
   k. Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials.
   l. Demonstrate a variety of research methods used in different disciplines (e.g., the humanities, sciences, social sciences).

1.4 Retrieve information in a timely, safe, and responsible manner:
   a. Demonstrate proper procedures and good citizenship online.
   b. Understand how to access and retrieve resources from local, regional, state, and
national libraries through interlibrary loan and other means.
c. Use “pre-search” strategies to identify what should be read in depth (e.g., scan titles, headings, captions, introductions, summaries, and conclusions).
d. Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps).

Standard 2. Students evaluate information.
The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.

2.1 Determine the relevance of the information:
a. Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy.
b. Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information.
c. Interpret meaning from charts, maps, graphs, tables, and pictures.

2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:
a. Verify the authenticity of primary and secondary source information found online.
b. Identify bias and prejudice in historical interpretations.
c. Analyze media for purpose, message, accuracy, bias, and intended audience.
d. Determine whether resources are designed to persuade, educate, inform, or sell.
e. Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).

2.3 Consider the need for additional information:
a. Determine and use strategies for revising, improving, and updating knowledge of a subject.
b. Review work through self-reflection,
peer review, and teacher feedback to determine whether the information is sufficient and the research process was effective.

c. Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research.

Standard 3. Students use information. The student will organize, synthesize, create, and communicate information.

3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:

a. Demonstrate respect for intellectual property, copyright restrictions, fair use, and public-performance rights when downloading or duplicating media.

b. Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one’s own work.

c. Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format.

d. Recognize and protect the private information of oneself and others.

e. Describe safe online shopping practices.

f. Describe the implications of criminal activities (e.g., generating viruses, hacking, identity theft, accessing illegal images).

g. Use materials, equipment, and facilities responsibly and independently.

h. Describe the privileges and responsibilities outlined in the school’s (or school district’s) Internet acceptable-use policy.

i. Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating-system updates).

j. Define and defend the need for intellectual freedom.

3.2 Draw conclusions and make informed
decisions:
a. Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.

3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:
a. Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to generate profit, influence viewers, or both.
b. Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.
c. Identify capabilities and limitations of tools for organizing and using information.
d. Produce media efficiently and appropriately to communicate a message to an audience.
e. Design experiments, surveys, and interviews, individually or in a group as needed, to investigate research questions.
f. Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods.
g. Be aware of the impact of personal bias when interpreting information.
h. Draw clear and appropriate conclusions supported by evidence and examples.
i. Use common organizational patterns, such as logic, analogy, compare and contrast, problem and solution, cause and effect, to inform or persuade.
j. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations.

Standard 4. Students integrate information literacy skills into all areas of learning. The student will independently pursue information to become a lifelong learner.

4.1 Read widely and use various media for information, personal interest, and lifelong
learning:
a. Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
b. Demonstrate competence and self-motivation in reading, listening, and viewing information.
c. Develop strategies to focus on personal learning.
d. Demonstrate personal responsibility for lifelong learning.
e. Select information on a topic of interest.

4.2 Seek, produce, and share information:
a. Locate information independently to satisfy curiosity.
b. Contribute actively to the learning community, and participate in groups to pursue and generate information.
c. Demonstrate and advocate legal and ethical behavior among peers, family members, and their communities when using information resources and technology.
d. Use technology to communicate, share information, and collaborate with others with the same interests.
e. Organize personal digital information by using metadata, key words, and tags.

4.3 Appreciate and respond to creative expressions of information:
a. Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts).
b. Monitor one’s own progress in seeking and handling information, and adapt as necessary.

PHYSICAL AND BIOLOGICAL SCIENCE STANDARDS FOR STUDENT IN GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
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<tbody>
<tr>
<td>PHYSICS - GRADES NINE THROUGH TWELVE SCIENCE CONTENT STANDARDS.</td>
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</tbody>
</table>
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 (*).

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

Students know how to solve problems that involve constant speed and average speed.
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).
Students know how to apply the law F=ma to solve one-dimensional motion problems that involve constant forces (Newton's second law).
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).

Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.
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).
Students know circular motion requires the application of a constant force directed toward the center of the circle.

* 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.
* Students know how to solve two-dimensional trajectory problems.
* Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.
* Students know how to solve two-dimensional problems involving balanced forces (statics).
* Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: \(a = \frac{v^2}{r}\).
* 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).

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:

Students know how to calculate kinetic energy by using the formula \(E = \frac{1}{2}mv^2\).
Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = \(mg\Delta h\) (\(h\) is the change in the elevation).
Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.
Students know how to calculate momentum as the product \(mv\).
Students know momentum is a separately conserved quantity different from energy.
Students know an unbalanced force on an object produces a change in its momentum.
Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
* Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.

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:
Students know heat flow and work are two forms of energy transfer between systems.
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. 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. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly. 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. * Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics). * 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.

Waves
Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
Students know waves carry energy from one place to another. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Students know how to solve problems involving wavelength, frequency, and wave speed. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
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).

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

Electric and Magnetic Phenomena

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

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

Students know how to solve problems involving Ohm's law.

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 $\text{Power} = \text{IR}$ (potential difference) $\times$ I (current) $= I^2R$.

Students know the properties of transistors and the role of transistors in electric circuits.

Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.

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.

Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.

Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.

Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.

* Students know electric and magnetic fields contain energy and act as vector force fields.
* 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.
* Students know how to calculate the electric field resulting from a point charge.
* Students know static electric fields have as their source some arrangement of electric charges.
* 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.
* Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

**CHEMISTRY - GRADES NINE THROUGH TWELVE**
**SCIENCE CONTENT STANDARDS.**
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 (*).

**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:
Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
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. Students know how to use the periodic table to determine the number of electrons available for bonding. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass. * 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. * 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. * 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. * 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. * 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 = hv).

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:

Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds. Students know chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, H₂CCH₂
, N₂, Cl₂, and many large biological molecules are covalent.
Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
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.
Students know how to draw Lewis dot structures.
* Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.
* Students know how electronegativity and ionization energy relate to bond formation.
* 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.

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:
Students know how to describe chemical reactions by writing balanced equations.
Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
Students know one mole equals 6.02x10²³ particles (atoms or molecules).
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.
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.
* Students know how to calculate percent yield
in a chemical reaction.
* Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

Gases and Their Properties
The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:
Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
Students know the random motion of molecules explains the diffusion of gases.
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.
Students know the values and meanings of standard temperature and pressure (STP).
Students know how to convert between the Celsius and Kelvin temperature scales.
Students know there is no temperature lower than 0 Kelvin.
* Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
* Students know how to solve problems by using the ideal gas law in the form \( PV = nRT \).

Acids and Bases
Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:
Students know the observable properties of acids, bases, and salt solutions.
Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
Students know how to use the pH scale to characterize acid and base solutions.
* Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.
* Students know how to calculate pH from the hydrogen-ion concentration.
* Students know buffers stabilize pH in acid-base reactions.

Solutions
Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:
Students know the definitions of solute and solvent.
Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
Students know temperature, pressure, and surface area affect the dissolving process.
Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
* Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
* Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

Chemical Thermodynamics
Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:
Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
Students know how to solve problems involving heat flow and temperature changes,
using known values of specific heat and latent heat of phase change.
* Students know how to apply Hess's law to calculate enthalpy change in a reaction.
* Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

Reaction Rates
Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:
Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
Students know the role a catalyst plays in increasing the reaction rate.
* Students know the definition and role of activation energy in a chemical reaction.

Chemical Equilibrium
Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:
Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
Students know equilibrium is established when forward and reverse reaction rates are equal.
* Students know how to write and calculate an equilibrium constant expression for a reaction.

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

* 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.

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

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

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:

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

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.

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

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.

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

* Students know how to calculate the amount of a radioactive substance remaining after an
integral number of half-lives have passed. * Students know protons and neutrons have substructures and consist of particles called quarks.

| BIOLOGY/LIFE SCIENCES - GRADES NINE THROUGH TWELVE |
| SCIENCE CONTENT STANDARDS |
| 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 (*). |

**Cell Biology**
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:

- Students know cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- 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.
- Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- 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.
- Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
- Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- 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.
Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

Genetics
Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
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.
Students know only certain cells in a multi-cellular organism undergo meiosis.
Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
Students know why approximately half of an individual's DNA sequence comes from each parent.
Students know the role of chromosomes in determining an individual's sex.
Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
A multi-cellular 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:
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).
Students know the genetic basis for Mendel's laws of segregation and independent assortment.
* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
* 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.
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:
Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
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.
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.
Students know proteins can differ from one another in the number and sequence of amino acids.
* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
Students know the general structures and functions of DNA, RNA, and protein.
Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.
Students know how genetic engineering
(biotechnology) is used to produce novel biomedical and agricultural products.

* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

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.

Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.

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.

Students know a vital part of an ecosystem is the stability of its producers and decomposers. 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.

* 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.

Evolution

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:
Students know why natural selection acts on the phenotype rather than the genotype of an organism.
Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
Students know new mutations are constantly being generated in a gene pool.
Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
Students know how natural selection determines the differential survival of groups of organisms.
Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
Students know the effects of genetic drift on the diversity of organisms in a population.
Students know reproductive or geographic isolation affects speciation.
Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
* 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.

* 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.

**Physiology**

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:

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.

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

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

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

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

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

* 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.

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

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

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

- Students know the role of the skin in providing nonspecific defenses against infection.
- Students know the role of antibodies in the body's response to infection.
- Students know how vaccination protects an individual from infectious diseases.
- 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.
- 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.
* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Earth Sciences - Grades Nine Through Twelve Science Content Standards.

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 (*).

Earth's Place in the Universe

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

- 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.
- 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.
- Students know the evidence from geological
studies of Earth and other planets suggest that the early Earth was very different from Earth today. Students know the evidence indicating that the planets are much closer to Earth than the stars are. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium. 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. * Students know the evidence for the existence of planets orbiting other stars. 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: Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe. 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. 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. * 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. * 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. * 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.
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:
Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
Students know the principal structures that form at the three different kinds of plate boundaries.
Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
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.
* 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.

Energy in the Earth System
Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.
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:

- Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
- Students know the origin and effects of temperature inversions.
- 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.
- Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.
- * 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.
- * 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.

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

- Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
- 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.
* 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.

Biogeochemical Cycles
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:
Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
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.
Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
* Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

Structure and Composition of the Atmosphere
Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:
Students know the thermal structure and chemical composition of the atmosphere.
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.
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.

California Geology
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:
Students know the resources of major economic importance in California and their relation to California's geology. Students know the principal natural hazards in different California regions and the geologic basis of those hazards. Students know the importance of water to society, the origins of California’s fresh water, and the relationship between supply and need. * 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.

Investigation & Experimentation - Grades 9 To 12
Science Content Standards.
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:
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.
Identify and communicate sources of unavoidable experimental error.
Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
Formulate explanations by using logic and evidence.
Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
Distinguish between hypothesis and theory as scientific terms.
Recognize the usefulness and limitations of models and theories as scientific representations of reality.
Read and interpret topographic and geologic
Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
Recognize the issues of statistical variability and the need for controlled tests.
Recognize the cumulative nature of scientific evidence.
Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
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.
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).

VISUAL AND PERFORMING ARTS STANDARDS FOR STUDENTS IN GRADES 9 THROUGH 12

<table>
<thead>
<tr>
<th>CA State Content Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISUAL ARTS GRADES NINE THROUGH TWELVE - PROFICIENT</td>
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</tbody>
</table>

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 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.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

*Analyze Art Elements and Principles of Design*

1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

*Impact of Media Choice*

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

### 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

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

*Skills, Processes, Materials, and Tools*

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills. 
*Communication and Expression Through Original Works of Art*
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two- or three-dimensional work of art that addresses a social issue.

**3.0 HISTORICAL AND CULTURAL CONTEXT**
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*
3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

*Diversity of the Visual Arts*
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.
3.4 Discuss the purposes of art in selected contemporary cultures.

**4.0 AESTHETIC VALUING**
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive Meaning*
4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
Make Informed Judgments
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.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications
5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy
5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

VISUAL ARTS GRADES NINE THROUGH TWELVE - ADVANCED
Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts.
arts and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
1.3 Analyze their works of art as to personal direction and style.

*Analyze Art Elements and Principles of Design*

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

*Impact of Media Choice*

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist’s style.

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

*Skills, Processes, Materials, and Tools*

2.1 Create original works of art of
increasing complexity and skill in a variety of media that reflect their feelings and points of view.

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.3 Assemble and display objects or works of art as a part of a public exhibition.

Communicate and Express Through Original Works of Art

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating works of art.

2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

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

Role and Development of the Visual Arts

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.

3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

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

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

**Derive Meaning**

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

**Make Informed Judgments**

4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.
4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

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

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

**Connections and Applications**

5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

**Visual Literacy**

5.2 Compare and contrast works of art, probing beyond the obvious and identifying
psycho-logical content found in the symbols and images.

**Careers and Career-Related Skills**

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

### Executive Prep Academy of Finance Curriculum/Graduation Requirements

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Required number of years</th>
<th>Core/N on-Core</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science: US History, World History, Government, Economics, AP U.S History, AP U.S Government</td>
<td>2 Required 3 Recommended</td>
<td>Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>ESL</td>
<td>Based on student’s needs</td>
<td>Non-Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>English: English 9, English 10, English 11, English 12, AP English Language and Composition, AP English Literature</td>
<td>4 required</td>
<td>Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Mathematics: Algebra I, Geometry, and Algebra II, Pre-Calculus, Calculus,</td>
<td>3 Required 4 Recommended</td>
<td>Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Laboratory Science: Biology, Chemistry, Physics, AP Biology,</td>
<td>3 Required 4 Recommended</td>
<td>Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Foreign Language: Spanish I, Spanish II,</td>
<td>2 Required 3 Recommended</td>
<td>Core</td>
<td>x</td>
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<tr>
<td></td>
<td>Description</td>
<td>Core/N Core</td>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
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<tr>
<td><strong>Spanish III, AP Spanish Language</strong></td>
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<tr>
<td><strong>Visual &amp; Performing Arts: Drama, film, Theater</strong></td>
<td>1 Required</td>
<td>Core</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Physical Education: Advanced P.E. 1, Advanced P.E. 2</strong></td>
<td>2 Required</td>
<td>Non-Core</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Health</strong></td>
<td>1 Mester</td>
<td>Non-Core</td>
<td>x</td>
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<tr>
<td><strong>Electives</strong></td>
<td>Description</td>
<td>Core/N Core</td>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td>Students investigate careers in the finance industry.</td>
<td>Non-Core</td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td><strong>Speech/Debate</strong></td>
<td>Performance Expectations: Students develop skills to create and present accurate and effective communication for specific business-related purposes and audiences.</td>
<td>Non-Core</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td><strong>Finance and Business Technology</strong></td>
<td>Overview of current business, finance and information systems and trends and to introduce students to the foundations required for today’s business environments</td>
<td>Non-Core</td>
<td>x</td>
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<tr>
<td><strong>Introduction to Accounting</strong></td>
<td>Students will gain</td>
<td>Non-Core</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<td>Non-Core</td>
<td>X</td>
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<tr>
<td>Accounting Seminar</td>
<td>Application and synthesis of the practices involved in performing the operation required to engage in the “working business environment”</td>
<td>Non-Core</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Financial Operations</td>
<td>Students will develop an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals</td>
<td>Non-Core</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Advanced Finance and Business Technology</td>
<td>Student will gain valuable insight into the “Tax Preparation” process</td>
<td>Non-Core</td>
<td>X</td>
<td></td>
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<tr>
<td>Finance Internship</td>
<td>Financial internship course provides students with authentic learning experiences in which they</td>
<td>Non-Core</td>
<td>X</td>
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</table>

All students attending Executive Prep Academy of Finance will meet A-G requirements for graduation.

Career Pathways Courses
Business and Finance curriculum requires reading with understanding, writing with clarity and meaning, performing mathematical operations, understanding trends, and relating to the community for interpersonal commerce. Coursework offered in the Executive Prep Academy of Finance Curriculum is aligned to California State English Language Arts, Mathematics, Social Science, and ELA Standards for secondary students. These classes will be taught by teachers on staff based on their interests and experience.

Community partners will be an integral part of the Executive Prep Academy of Finance program. To augment the classroom instruction, our students will be exposed to various types of businesses and industries through lectures and presentations by business and financial professionals as well as Human Resource agents, Financial Planners, Accountants, Bankers, and Agents of the IRS.

Business and Finance courses are elective classes that EPAF students will have available. Interest inventories will be employed to identify the student’s greatest area of interest and strengths. Coursework instruction will be differentiated to accommodate different learning styles as well as challenges that may exist for students with learning disabilities or language barriers.

Finance and Business Technology (grades 9 or 10) Non-Core
Students will gain experience and familiarity with technology and applications utilized in the business and accounting industries. The course is designed to provide a “hands-on” overview of current business, finance and information systems and trends and to introduce students to the foundations required for today’s business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for
enhancing personal and work place proficiency in an information-based society. This also
includes proficiency with computers using word processing, spreadsheets, and presentation
applications using software programs that meet industry standards.
In-class activities will include instruction in:
word processing, spreadsheets, and presentations.
basic business skills needed to prepare students for entrance in the job market upon graduation.
research skills, filing, telephone skills, and multitasking
a basic foundation level of tasks and assessments.
banking procedures, check writing, deposits, petty cash, reconciliations, credit worthiness,
debit/credit cards
financial responsibility
Introduction to Accounting (grades 10 -11) Non-Core
Students will gain understanding and knowledge of the fundamentals of accounting i.e. debits,
credits, journal entries, balance sheets, profit and loss statements, double-entry accounting,
methods and principles of recording business transactions and the preparation of various
documents used in the business and finance industry. Class activities and individual or group
projects may include:
recording income
expenses
acquisition of assets
incurrence of liabilities
changes in equity
preparation of financial statements

Accounting Seminar (grades 11-12) Non-Core
Instruction and activities provide application and synthesis of the practices involved in performing
the operation required to engage in the “working business environment”. Topics include
maintaining all journals, banking procedures, payroll, depreciation, inventory control, taxes, and
customer service. An investigation of the Stock Market and Securities will be integrated into the
classwork to give the students an in-depth experience with analyzing mutual funds, stocks and
bonds as an investment opportunity, and evaluating concepts of the securities industry.
The use of computers is required for automated accounting. Students will prepare for instruction
in Quick Books and work toward achieving industry certification.
Financial Operations (grades 11-12) Non-Core
The students will develop an awareness of the need for care and organization in planning for the
wise use of economic resources and financial products available through a study of savings,
credit, insurance, banking, investing and financial goals. The students research and investigate the
career opportunities offered by various companies and lending institutions in local, national, and
international regions. The course presents basic topics in the principles and practices of banking,
credit, and consumer lending in the United States.
Students in these classes will strive to develop high standards of work ethics and responsibility. A
high level of maturity, integrity, and professionalism will be key elements of discussion and
goals. Students will be involved in any school-wide projects as part of their electives which will
require dedication, skill, and the instructor’s confidence in the student’s ability to perform to her
expectations. Marketing concepts is also a part of this course. Involvement in promoting the
Academy Store, advertising, designing flyers and promotions, assisting in the Credit Union, purchasing for the store, pricing, inventory control.

Advanced Finance and Business Technology (grade 12) Non-Core
The student will gain valuable insight into the “Tax Preparation” process. State and Federal laws and mandates for income taxes will be discussed and investigated. Students will become acquainted with the computerized preparation and reporting processes in today’s tax preparation industry. In-class activities will include advanced instruction in word processing, spreadsheet applications, tax preparation programs i.e. Turbo Tax, and business communications. Accounting professionals will be invited to present informational and application presentations for the students. The overarching goal for this course is for the student to reach the analytical, evaluating, and creating ranges of Bloom’s Taxonomy in learning the information provided.

Finance Internship (on the job training, early release, and (grade 12) Non-Core
The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

In-class activities will include advanced instruction in word processing, desktop publishing, machine transcription and PowerPoint presentations. During the course of the year, students will be involved in a number of practical experience activities, quickly learning the need for flexibility in completing varied tasks at unannounced times. Multitasking is a critical concept. Exercises in grammar, composition, and structure will be covered. Human relations, communications, and work ethics comprise the major theme and are related to all situations that a worker may encounter. Techniques in dealing with stress, coworker incompetence, working with supervisors, sexual harassment are included topics. Discussions will be initiated where students address and share work-related experiences while developing and identifying solutions to problems, personal challenges, and confrontations.

Extra-curricular Activities Grades 9-12 Non-Core

*refer to subject for available courses

Course Alignment with the A-G Requirements for Admission into the UC System

<table>
<thead>
<tr>
<th>Subjects to meet or exceed admission requirements for the UC/CSU system</th>
<th>Required number of years</th>
<th>9th 1st &amp; 2nd Mesters</th>
<th>10th 1st &amp; 2nd Mesters</th>
<th>11th 1st &amp; 2nd Mesters</th>
<th>12th 1st &amp; 2nd Mesters</th>
<th>3rd &amp; 4th Mesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Science: US History</td>
<td>2 Required</td>
<td>3</td>
<td>World History (AP)</td>
<td>World History (AP)</td>
<td>US History (AP)</td>
<td>US History (AP)</td>
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Today’s educational research shows that the traditional high school framework and individual experience of many students, specifically minority youth, perpetuates dropping out of school and never graduating. The Policy Brief, *High Schools for Equity* states, “While California has become a “majority minority” state, inequality in educational opportunities and outcomes has increased.
The large achievement gap reflected in disparate test scores, graduation rates, and college-going rates for African American and Latino students in comparison to their white and Asian peers has not decreased significantly in more than a decade. Recent statistics suggest that, among those who enter the 9th grade, only 56% of African American students and 55% of Latino students now graduate with a high school diploma four years later, and only 12 to 14% graduate having met the requirements to attend a state university (www.edlawcenter.org/assets/files/pdfs/.../hsfe_policy_report.pdf).

These proportions are even lower in most urban districts. And, an increasing share of young African American and Latino men are populating the state’s growing prison system, rather than its higher education system.

With declines in real spending on public universities and sharp increases in prison costs, by 2006 the state was spending as much on corrections as on higher education. And while 50,000 new African American inmates were added to the California state prison system during the 1990s, African American enrollment in higher education declined: For every 57 who were added to state correctional facilities, one was lost from higher education. In addition, three Latino males were added to the prison population for every one added to the four-year public university system. Incarceration is tightly linked to lack of education, as most inmates are functionally illiterate and lack a high school degree.”

In turn, many students never get their high school diploma and never matriculate at a college or university. We believe that altering the structure and personalizing the educational experience by ensuring that students are embedded in a structure that includes the construction of small learning environments; continuous, long-term relationships between adults and students; and advisory systems that organize counseling, academic supports, and family connections in systematic ways. Providing college preparatory courses and offering support in their studies prepares our students for a seamless transition into post-secondary educational institutions. ACT Research Brief 96-1 states “Many complex factors can affect students' chances for success in college. Educational preparation, student motivation, family support, school resources, and school environment are all very important. Unfortunately, many students, particularly ethnic minority students, are disadvantaged with respect to many of these factors. Furthermore, individual students cannot easily change some of these factors. However, are there choices that all students, including ethnic minority students, can make that will result in their being better prepared for college? We believe the answer to this question is definitely yes. ACT's research, done over many years and in many situations, shows that students who take college-preparatory courses and earn high grades are more likely to be successful in college than those who do not, regardless of their ethnic background. However, ethnic minority students are less likely than other students to take college-preparatory courses in high school and to earn high grades in them.

High school course work and grades are familiar indicators of students' academic preparation. Many college-bound students do not take enough college-preparatory course work in high school to be successful in college. Our research suggests that students should take at least four years of English and three years each of mathematics, social studies, and natural science.”

The addition of the finance academy further prepares our students to enter higher tier colleges and universities and equips them with the skill sets, determination and self-confidence to be competitive and succeed academically.

Student achievement is the goal of our program and basing our curriculum on the California State standards is one method we use to ensure our students perform at high levels. We
encourage and support our students as they embark on their life altering education experience, and with this support our vision is to have all of our enrolled students meet the state qualifications for a high school diploma while concurrently gaining acceptance to four year colleges and universities.

Our educational program plans to partner with local colleges and universities and build relationships to expose our students to the structure of college and develop an understanding of how to succeed through preparation. These partnerships will assist our students and families through the following methods:

- Learn about and explore diverse interests and career opportunities
- Experience college-level course work while still in high school
- Introduce college awareness and conclude with their completion of college applications in the senior year.
- Serve as liaisons to the high school counselor and help to enhance students’ access to the SAT/ACT and other test preparation.
- Show students the range of higher education opportunities available, help them make informed choices about the colleges to attend and assist students in navigating the college application process.
- Participate in college visits program by providing transportation to and from campus, campus tours, admissions overviews and lodging, if needed.
- Provide a wide range of intellectual, material, and research resources for students and families thereby enhancing the educational mission of GPA.
- Provide parent education opportunities to inform parents about higher educational options for their students after high school, concrete advice on how to achieve higher educational goals and obtain funding for college.
- Provide assistance from researchers on data collection and data analysis that is useful for gauging the progress of GPA’s students toward mutually defined educational goals.
- Provide site-based research to inform instructional and school culture practice.

EPAF expects to partner with the following universities and colleges:

- California State University Long Beach
- California State University Los Angeles
- California State University Northridge
- California State University Dominguez Hills
- California State University Fullerton
- University of California Los Angeles
- University of Southern California
- San Diego State University
- Pepperdine University
- Azusa Pacific University
- Los Angeles Valley College
- Los Angeles Trade Technical College
- West Los Angeles College
- Los Angeles Southwest College

We base our program on research that concludes that students in this section of Los Angeles (from disadvantaged backgrounds whose parents have not attended or graduated from college) benefit from elevated expectations, a demanding educational curriculum, clear and attainable
learning goals and family involvement in the educational process. The following programs show the benefits of organizations that assist disadvantaged youth:

**The Berkeley Pledge, University of California, Berkeley, California**

The goal of the Berkeley Pledge, established in September 1995, is to preserve the diversity of the campus through stronger partnerships with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to university study; enhancement of Berkeley's undergraduate support programs; and promotion of undergraduates to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce-funded project linking UC Berkeley and K-12 schools through the Internet). In the 1998-1999 academic year, the neighboring community colleges and California State University campuses joined the partnership.

Through the pledge, over forty schools with high-minority, low-income populations receive targeted services for teachers, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in student mathematical achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

**The Fulfillment Fund**

For two decades the Fulfillment Fund, a privately funded, nonprofit organization, has provided assistance to economically disadvantaged youth in Los Angeles to help them complete middle school and high school and pursue higher education. Through a variety of programs, including the Mentor Program and the College Pathways Project, the Fulfillment Fund now serves over 1,500 students annually. In 1998, the Fulfillment Fund was named the number one mentoring program in the state of California by the California Mentor Initiative.

In the Mentor Program, the Fund identifies students who demonstrate the potential to attend college but are unlikely to do so on their own. These students often come from families in which no other member has attended college. The program matches students with an adult mentor who agrees to meet with the student six to twelve hours per month and talk weekly by phone from the time the student is in eighth grade through high school graduation. Mentors are successful adults who are carefully screened by Fulfillment Fund staff, and attend a two-day training session where experienced mentors and current students help the new mentors learn to bridge cultural differences, understand adolescent development, build communication skills, and understand the program's goals and policies. New mentors also receive instruction about when it is necessary to refer problems to social service agencies. Throughout its duration, Fund case managers closely monitor the relationship. Approximately 450 mentor-student teams are currently in the Mentor Program.

Individualized college preparation plans are developed for each Mentor Program student under the direction of a professional college counselor, and each year the mentor-student pair may
attend up to three college site visits that have been arranged by the program. Students also receive a wide variety of college information and take classes to help them prepare for college entrance exams. Additionally, Mentor Program students may participate in the Fund's Drug Education, Community Service and study skills training programs.

The program also requires parental permission and involvement, and over the course of the year the Fund sponsors events for parents and their children, including sessions on financial aid, the college admission process and the transition to college. Most of the program’s oral and written information for parents is available in both English and Spanish.

The Fulfillment Fund is also the largest private donor of scholarships to graduating high school students in the greater Los Angeles area, and provides all graduating students in the Mentor Program with a guaranteed scholarship for up to five years of college or vocational school. However, Fulfillment Fund students are told that the Fund does not give charity, and each student promises over the subsequent twenty years to repay the Fund by serving as a mentor for at least three young people in their communities. The Fulfillment Fund indicates that 86 percent of the students who start the program in the eighth grade finish the five-year program and graduate from high school, compared to only 63.5 percent of their fellow students in the L.A. Unified School District. Over 90 percent of the Fund's high school graduates go on to college, compared to approximately 63 percent of their fellow students.

**Operation Jump Start**

Founded in 1994, Operation Jump Start is a Long Beach community based non-profit program dedicated to assisting disadvantaged youth who show strong academic promise to succeed academically and in life.

With a mission to provide structure and resources for disadvantaged Long Beach youth, ages 12-18, to realize their full potential through a college education, Operation Jump Start is assisting these students to become tomorrow’s leaders. Many of the students come from single-parent, low-income, immigrant and refugee families. All are first generation college entrants and many are first generation high school graduates. Operation Jump Start matches each student with a volunteer adult mentor who provides them with a powerful example of the opportunities, both professional and social, available to the college-educated. The five-year relationship with the same mentor is a significant factor in the success of the OJS students.

The primary goal of this program is to change the lives of disadvantaged youth through education. According to the Editorial Projects in Education (EPE) Research Center (Cities in Crisis, 2008), in the 2003-2004 school year only 63.5% of students graduated from high school! OJS work with the LBUSD middle school and high school counselors to identify and assist those students who, without an organization like OJS, would not have the opportunity to go to college. The OJS mentoring program is based on a Youth Development Model. Students served receive interventions and personal attention designed to develop their competencies, characters and relationships to their community. Enrichment activities include a variety of educational workshops, cultural activities and community service events:

**Asian Youth Center**

The Asian Youth Center’s Teen Leadership & College Career Preparation (TLCC) Program provides after-school tutoring and pro-social recreational activities for youth in grades 9-12 in a safe, supervised environment. The TLCC Program Objectives are to help the participating youth: 1) Maintain good or improve poor academic performance; 2) explore college and career opportunities; and 3) develop leadership and other life skills through workshops, classes, field trips, and special events, that will help them be successful in life. More than 50 youth participate
each year. The After-school Program provides after-school home-work completion, tutoring, and pro-social recreational activities in a safe, supervised environment to more than 200 youth in grades 1 - 8, each year. The Asian Youth Center was established by the Asian Task Force of the United Way in 1989 to fill an identified gap in critical services for Asian immigrant children and families in the San Gabriel Valley.

We plan to allow a consistent professional development program about safety and test administration for all Charter School personnel (teachers, administrators and school support staff) which sequentially enable our staff to provide excellent service to our student population in addition to the following areas:

Differentiated Instruction
We understand that education is an individual experience, in that we recognize that students progress at different rates, have differing learning styles and have multiple needs when in the classroom. In order to counteract these matters we plan to limit our student population which in turn reduces class size and allows focused instruction to take place when necessary.

Additionally our mentorship program places students into groups that meet on a consistent basis to discuss current issues involved in their personal educational progress to catch problems as they occur and provide educational interventions prior to students falling behind in their educational program.

Small School
There is a body of research regarding the value of small schools. This research indicates that smaller high schools have a greater chance of fostering a learning atmosphere based on our core values of respect and accountability, are safer, are conducive to student/teacher/mentor relationships, and nurture a community of teachers that leads to collaboration and the development of best practice operating procedures:

In *Blurring the Borders, When Schools and Communities Meet*, Joe Nathan sites “a major federal research summary by Mary Anne Raywid showed that students attending small schools had higher achievement, better discipline and attendance, and higher graduation rates. Students, families, and teachers reported more satisfaction in small schools. The report concluded that these findings have been “confirmed with clarity and a level of confidence rare in the annals of education research.” The argument that smaller schools may be better, but are more expensive, isn’t necessarily true. University of Chicago researcher Tony Bryk also has studied school size and cost. He concluded that “While school districts that are currently saddled with large physical plants might productively move toward schools-within schools, there is little reason to continue to build more buildings like this. In light of the positive consequences for both adults and students associated with working in small schools, the reality is one of dis-economy of scale.”

Connection with the World of Work
Our program connects the subjects of formal schooling with current events by engaging students in work on projects that stimulate their interests and provides students the opportunity to experience how their education applies to their lives and possible work situations. Students are also provided numerous tools, alternative methods and access to up to date technology to develop bodies of work that connect baseline content standards with real work applications and scenarios. Executive Prep Academy of Finance also will have guest lecturers and practicing professionals who can give firsthand testimonials to actual trends in the workplace and what occurrences to prepare for.

Connection with Student’s Culture, Interests, and Talents
Many aspects of our program connect the core curriculum classes to the lives and experiences of our students. Campus wide activities, assemblies and themes that relate to our student’s cultures, extra-curricular sports and clubs also occur throughout the year. We also have a strong emphasis on student projects and initiatives that empower students and provide the opportunities to display their creativity and develop their drive to represent themselves and deepen their knowledge in fields that directly relate to their culture. We feel that if students are able to direct certain areas of their education, they are focused and are more apt to present their findings in an eloquent manner, in turn strengthening the skill set of research, writing and oral presenting. Executive Prep Academy of Finance’s finance academy provides just that type of environment, which engages students and promotes their essential skill sets in all aspects while preparing them to excel in college, their careers and ultimately within society.

Performance Based Assessment
While enrolled in Executive Prep Academy of Finance, all students are held to the standards of demonstrating comprehension on the California State Standards and Common Core State Standards based assessments, however they will also be evaluated by demonstrating comprehension through producing tangible objects, composing sound reports and developing written and oral presentations. Each of these types of projects will be aligned with the California State Content Standards and will direct towards student mastery of fundamental skills that make understanding problems and creating solutions.

The core curriculum for Executive Prep Academy of Finance is based on California State Content Standards and Common Core State Standards outline and aligns with the A-G college entrance requirements that direct the expectations of what our students will be able to produce in each academic area. The courses that are planned to be offered at Executive Prep Academy of Finance are all prerequisites for graduation and are based on best practices in education, feedback from parents and students, and based on four year college admissions.

At a minimum, all students enrolled at Executive Prep Academy of Finance will take four years of English, three years of Mathematics, two years of Science, three years of Social Studies/History, two years of Physical Education, two years of foreign languages and one year of a performing or fine art elective. Additional courses include the Courses offered to 11th and 12th grade students in the finance academy. Students enrolled in the finance academy will enroll in classes such as Economics, Fundamentals of Finance, Banking and Other Financial Institutions, Securities, Risk Management, Financial Planning, Accounting and Management. We are committed to designing a rigorous instructional program that is student-centered, appropriate for our student development, and relates to our students’ experiences. Our proposed school environment enhances and supports each student’s opportunity for learning.

H. Teacher Recruitment and Professional Development
The Charter School will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher recruiting services, such as EdJoin, Monster.com, college employment fairs, among other generally acceptable strategies.

Research has shown that teachers make an extreme difference in a child’s education and can determine how successful a school as a whole will be. According to Classroom Management: The Reflective Educator-Leader, by L.A. Froyen and A.M. Iverson, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of a school’s success and classroom management. Although EPAF’s core curriculum will be online, EPAF will put trained, experienced, knowledgeable and professional teachers in each classroom.
Teachers will be given professional development opportunities that are aligned with their specific subjects taught as well as satisfying professional development hours required for teachers to maintain certifications.

I. High School Programs

Granting Credit from Non-EPAF schools:
The Principal and/or Counselor will evaluate transcripts and credit accordingly. The following have been provided as guidelines:

Transfer of Credit from External Schools
Executive Prep Academy of Finance will transfer any credits received at another high school when an official transcript is provided and classes are UC/CSU approved and verified by the Principal and/or the Counselor.

When transferring credits from a school using a different credit system, EPAF will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester). Students entering a EPAF school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C or higher in each course that will be averaged with the remaining class assignments.

Transferring Credit for Summer Classes
Students can earn credit for summer classes for remediation and enrichment upon approval by the school Principal. Students cannot take summer courses for original credit to replace EPAF graduation requirements (i.e., English 10 cannot be taken during the summer to avoid taking English 10 in the sophomore year.)

Students will receive credit for summer classes only when official transcripts have been provided to the school Counselor. Summer transcripts must be received by the end of the first semester.

Transferring Community College Courses and Credits
Community college courses must be taken under concurrent enrollment to be transferable for dual credit. Non-remedial academic courses taken at a community college can be credited as dual college and high school credit.

Home-Schooled Students, Non-Accredited High Schools or International Schools
Students enrolling from home schools or non-accredited high schools will be required to provide official transcripts from the previous schools. Students must pass a proficiency test for the courses for which they desire to receive equivalency credit. Equivalency credit will be granted upon determination of mastered skills. At times, proficiency may be indicated by the successful completion of the next sequenced course if approval is secured from the EPAF Director of Education.

J. Meeting the Needs of Diverse Learners

The instructional program at Executive Prep Academy of Finance will offer a wide range of supplementary support services that are designed to assist students and ensure they are receiving the best quality education possible. We also ensure the proper steps are taken to identify students who may be in need of more intensive support such as students with disabilities, English Learners, students of socioeconomically disadvantaged families and gifted students.

SERVING ENGLISH LEARNERS

Executive Prep Academy of Finance shall submit a certification to the District that certifies that they will create their own English Learner Master Plan during the first year of operation. Each year thereafter, the Charter School shall submit a certification to the District that certifies that they will implement the Charter School’s own English Learner Instructional/Master Plan as indicated below.
EPAF 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 school’s academic core curriculum. Instructional plans for English Learners (EL) 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), EPAF 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)

EPAF shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

EPAF shall administer the CELDT annually. EPAF 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.

In order to accommodate for English Language Learners, EPAF will administer the CELDT exam to EL students. From the results on these exams, teachers will be informed on the language level of their students and will work collaboratively to develop lessons that support English language development along with the CA standards. EL students will be placed in one of the following classes to support their education:

ESL Level 1 or 2 class, Sheltered English or a regular English class with SDAIE support. The classes offered and number of sections offered will be determined upon student enrollment based on students’ needs. Teachers credentialed in English will teach the ESL and/or sheltered English classes. Classes in a four by four mester system meet for 90 minutes daily. The courses of study will be composed of thematic units to help students learn content and develop language skills that will help them participate successfully in academic classes taught in English. In addition, all teachers will be trained in SDAIE techniques. Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide ELs with access to the curriculum (CCTC, 2001a). See also sheltered English.

SDAIE or Sheltered English as it is often still referred to in various parts of the United States was originally established as an accepted transitional step for students learning English as their second language. It allows them to move forward with academic courses such as mathematics and science while at the same time learning English through the contextual clues provided by the course of study (http://www.rohac.com/sdaieinfo.htm). The pedagogy surrounding the logic of this practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development of the “Contextual Interaction Theory” and the hypotheses therein provides the cornerstones for SDAIE methodology and program design. At the heart of the theory are two major components that impact the SDAIE
classroom. These are “comprehensible second language input” and a “supportive affective environment.” Teacher training in SDAIE methodology should revolve around those two statements since successful lesson design and course development hinge upon the teacher’s ability to provide these two key elements.

**PLAN FOR ENGLISH LEARNERS**

**Overview**
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 strategies for serving English Learners which are research based, supported by Charter School resource, and evaluated annually for effectiveness.

**Home Language Survey**
The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). The home language survey will be used to determine if a language other than English is spoken by parents and/or students. If a language other than English is indicated on the home language survey, an English language proficiency assessment will be administered to determine whether the student possesses limited English skills or is fluent-English proficient.

**English Learner Instruction**
EPAF 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 school’s academic core curriculum. Instructional plans for English Learners (EL) 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), EPAF 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:

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EPAF shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

EPAF shall administer the CELDT annually. EPAF 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.

**CELDT Testing**
All students who indicate that their home language is not English will be assessed using the California English Language Development Test (“CELDT”) within thirty days of initial
Enrollment and at least annually thereafter between July 1 and October 31st 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.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. English Learner instructional strategies include:

- Vocabulary and language development: teachers introduce new concepts by discussing vocabulary words key to that concept
- Guided interaction: teachers structure lessons so that students work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text)
- Metacognition and authentic assessment: teachers use a variety of authentic assessments to check students’ understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills
- Explicit instruction: the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
- Meaning-based context and universal themes: teachers use take meaningful experiences from students’ lives and use them as springboards to interest them in academic concepts.
- Modeling, graphic organizers and visuals: teachers use a variety of visual aids, including pictures, diagrams, and charts to help students easily recognize essential information and its relationship to supporting ideas, making language and content more accessible for English Learners

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

Guidelines for Reclassification

The CELDT assesses student performance in the following areas: Listening, Speaking Reading and Writing. In order to be reclassified as RFEP, students must meet the following criteria:

1. Earn an overall score on the CELDT of Early Advanced (EA) with no scores less than Intermediate (I)

2. Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the California Standardized Test (CST) or the California Modified Assessment (CMA)

3. Approval from current ELA teacher

4. Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting with parents or guardians

5. Reclassify Student Fluent English Proficient
   - Place dated reclassification form signed by the English teacher in the student’s file.
   - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines
6. Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
   • August, after CST data is published.
   • January, after CELDT data is published.

7. Monitor the academic progress of RFEP students for two years
   • If student’s scores Below Basic or Far Below Basic on CMA-ELA, CST-ELA, intervention is initiated as appropriate.
   • Evidence of quarterly monitoring is entered in the student cumulative file.
   • If a student is failing core academic classes will trigger intervention and monitoring

Strategies for English Learner Instruction and Intervention
Tracy Gray and Steve Fleischman’s study “Successful Strategies for English Language Learners” states “a review of effective instructional strategies for linguistically and culturally diverse students reveals that many of these strategies are simply extensions of approaches that work well with all students. For example, sound principles and practices of classroom organization and management—such as small instructional groups—seem to work well for ELLs (Garcia, 1991). One key to successfully working with ELLs is to view them as a resource in the classroom. According to Zehler (1994), these students can offer information about other countries and cultures; new perspectives about the world, different societies, and belief systems; and opportunities for exposing native English speakers to other languages.

In addition, many researchers support the use of scaffolding strategies to help ELLs organize their thoughts in English, develop study skills, and follow classroom procedures. To provide meaning, scaffolding uses contextual supports—simplified language, teacher modeling, visuals and graphics, and cooperative and hands-on learning. According to Diaz-Rico and Weed (2002) and Ovando, Collier, and Combs (2003), English language learners show progress when their content-area teachers consistently use these supports as they deliver instruction. These researchers identify the following scaffolding approaches as effective.

* Keep the language simple. Speak simply and clearly. Use short, complete sentences in a normal tone of voice. Avoid using slang, idioms, or figures of speech.
* Use actions and illustrations to reinforce oral statements. Appropriate prompts and facial expressions help convey meaning. Pointing to the chalkboard while asking, “Please come up and complete the math problem” is more effective than repeating commands or directions.
* Ask for completion, not generation. Ask students to choose answers from a list or to complete a partially finished outline or paragraph. Encourage students to use language as much as possible to gain confidence over time.
* Model correct usage and judiciously correct errors. Use corrections to positively reinforce students’ use of English. When ELLs make a mistake or use awkward language, they are often attempting to apply what they know about their first language to English. For example, a Spanish-speaking student may say, “It fell from me”—a direct translation from Spanish—instead of “I dropped it.”
* Use visual aids. Present classroom content and information whenever possible in a way that engages students—by using graphic organizers, tables, charts, outlines, and graphs, for example. Encourage students to use these tools to present information.

“Successful Strategies for English Language Learners” Tracy Gray and Steve Fleischman
December 2004/January 2005 | Volume 62 | Number 4
Educating Language Learners Pages 84-85
Monitoring and Evaluation of Program Effectiveness

The Principal will be responsible for the evaluation for the program effectiveness for ELs in the Charter School. Monitoring and evaluation will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine student language acquisition progress.

Serving Academically Low-Achieving Students

EPAF is committed to serving academically low achieving students. EPAF expects that the vast majority of its students may be classified as “low achieving.” As such, EPAF’s entire curriculum and program is adapted to improve performance for traditionally low achieving students. EPAF has a simple, but specific goal to ensure that all students are prepared for success in college, leadership, and life. EPAF’s goals for academically low achieving students are the same as its goals for its entire student body.

EPAF ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means:

- EPAF assesses all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects. This data is used to determine appropriate course placement. At the end of each semester, the Principal and Counselor will review report cards to identify any additional students requiring academic support and to monitor progress of low-achieving students.

Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Revolution Prep Algebra Readiness or Math Support, which are standards aligned computer based programs for reading and math respectively.

Serving Academically High-Achieving Students

At Executive Prep Academy of Finance, teachers will analyze data to guide students, and inform parents and counselors to encourage student access to additional opportunities for higher learning, open mindedness, and global perspectives. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and benchmark data.

Students found to be achieving above grade level will have an opportunity to excel through the following opportunities:

- Advanced Placement or Honors Classes;
- Differentiated instruction in the classroom

Underachieving gifted learners will receive positive support through counseling, classroom differentiation, student-designed projects, enrichment activities, leadership opportunities, and participating in Advanced Placement (AP) courses. Just as EPAF provides significant support to boost the performances of low-achieving students, EPAF will also meet the needs of gifted learners and academically high achievers in order to prepare them to compete in the global economy. Students with exceptionally high ability need challenging coursework.

Students who are intellectually gifted demonstrate many characteristics, including: a precocious ability to think abstractly; an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students
who demonstrate these characteristics have unique academic needs that EPAF will meet through coursework, flexible grouping, and differentiated instruction. Flexible grouping will enable students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level (http://www.nagc.org/index.aspx?id=1027). Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum (Colangelo, N., S.G. Assouline, M. U. M. Gross, “A Nation Deceived: How Schools Hold back American’s Brightest Students). Teachers will monitor elective credit courses. Non-completion will be treated as an incomplete elective.

EPAF believes that curriculum based on effort and ability is far more effective than curriculum based on age. Giftedness occurs along a continuum. EPAF will conduct informal whole class assessments on a regular basis. Gifted students will be given parallel opportunities that are challenging based on specified criteria and diagnostic outcomes. Acceleration is effective for many reasons and social maturity is rarely an issue. If a EPAF student is ready for college work, EPAF counselors will work with gifted students to provide additional AP courses or to consider an early college entrance program. All core courses at EPAF will meet the rigorous standards for students who have proven to be high achieving. Each core class will include Honors, Advanced or Advanced Placement sections. All students will take Advanced classes and are required to take a minimum of one Advanced Placement course before graduation. EPAF will provide a variety of programs that will allow students excelling academically to have additional opportunities to advance their education and knowledge including college classes, summer independent reading courses, college fairs, college tours, national honors society, debate clubs, spelling and geography bee, and student council.

Serving Socioeconomically Disadvantaged Students
The majority of students in the target population will be socio-economically disadvantaged. Students will be identified through the information collected during the enrollment process. The school’s academic program is inherently formulated to address the needs of these students. Specific intervention programs include: math tutorial, CAHSEE Prep, or credit recovery offered during the additional period set aside for intervention. At the end of each Mester, the Principal and Counselor will review report cards to identify any additional students requiring academic support and to monitor progress of socioeconomically disadvantaged students.

Our plan to serve students from impoverished families involves a holistic approach which involves exposing our students to numerous possibilities through research, field trips and guest speakers. Special guest speakers will inspire and motivate, with a great deal of real-life information that will help students and their parents as they move toward college. EPAF approach is to provide as much internal and external support possible to open the doors of success to our students who otherwise would not be aware. Teachers and counselors will also provide before and afterschool support in the form of one-on-one or small group tutoring to work with impoverished families to assist student achievement in and out of school.

SERVING STUDENTS WITH DISABILITIES
Overview
EPAF will implement a special education program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with
disabilities. EPAF will implement practices that ensure a successful transition from High School into college or vocational pursuits for our student with special needs.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

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

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

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

SPECIAL EDUCATION

*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, [Charter School] will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPAr"") Local Plan for Special Education.

**SELPAr Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPAr under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPAr 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 SELPAr 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 SELPAr. 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, allDistrict-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 SELPAr 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 SELPAr. These schools will receive support from a Special Education Director for the Charter-operated Programs.

*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
ninetee statically 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 Plans (“IEPs”) and tracking of related services provided to students during the course of their education. 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. 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 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 2: Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this request, 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. Education Code Section 47605(b)(5)(B)

SB1290 requires charter petitions to contain descriptions of how the charter school will meet pupil academic achievement outcomes for both schoolwide and all groups served by the charter school. For new charter petitions, SB 1290 requires petitions to describe pupil academic achievement outcomes for both schoolwide and for all groups of pupils served by the charter school. SB 1290 revises Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

(1) The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
(2) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores. Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2).

Executive Prep Academy of Finance’s approach to education is to envelop our students with the four pillars of success that provide a wide-ranging educational experience and acts as a motivational tool to empower students to take action in their lives and within their community:

ACADEMIC PILLAR
The Academic Pillar promotes an austere college preparatory curriculum that focuses on Reading, Writing, and Finance. Every EPAF graduate will be prepared to be Life-Long Learners who are:

- Responsible, mature decision-makers.
- Goal-oriented in their personal pursuits.
- Able to successfully integrate multiple uses of technology.
- Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community.

LEADERSHIP PILLAR
In the Leadership Pillar, student accountability is expanded by understanding community needs and participating in volunteer programs to address these needs. Every EPAF graduate will be prepared to be Innovative Leaders who are:

- Models of ethical behavior through their involvement in school functions, clubs, and committees.
- Able to contribute to the success of individuals and their community through voluntary service.
- Effective oral communicators in distinct situations.
MOVEMENT PILLAR
Movement Pillar requires students to participate in student-sponsored activities each year to build self-esteem, promote interpersonal relationships and communication, develop confidence and respect for others. Every EPAF graduate will be prepared to be Cultural Learners who are:

- Aware of cultural differences, unique group histories and diverse perspectives.
- Bi-literate in English and Spanish.
- Able to understand the dynamics of language and culture.
- Able to communicate with sensitivity within and across diverse communities.
- Informed participants in the democratic process.

COLLEGE/LIFE PILLAR
The College/Life Pillar grants our students the opportunity to engulf themselves in either a professional or college setting, that will develop greater understanding of the world they are entering, reinforce confidence and leadership development, and provide an avenue for students to gain priceless experiences. Every EPAF graduate will be prepared to be College-Directed Learners who are:

- Able to think critically and analytically in order to understand complex concepts across the curriculum.
- Familiar with the college application process that will enable students to independently access college opportunities.
- Eligible for college by completing required coursework.
- Knowledgeable regarding career field choices and educational pathways.
All students will be held accountable to the California State Content Standards and the Common Core State Standards. EPAF expects its graduates to have mastered all or part of the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Aligned State Standards</th>
<th>Assessment Tool</th>
<th>Mastery Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity</td>
<td>ELA CST Smarter Balanced Assessment AP Exams Mester Benchmarks</td>
<td>Proficient/Advanced Level 3 or 4 Score of 3,4, or 5 80% or higher</td>
</tr>
<tr>
<td></td>
<td>with literary works</td>
<td>Mester reportcards</td>
<td>Grade of B or higher</td>
</tr>
<tr>
<td>---------------------</td>
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<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td>CAHSEE</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>- Students will gain increasing control of the ability to understand, speak, read and write in English</td>
<td>CELDT ELA CST</td>
<td>Early Advanced/Advanced Proficient/Advanced</td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers. - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions - Students will demonstrate ability to manipulate numbers and equations - Students will make conversions between different units of measurement. - Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations</td>
<td>Math CST Smarter Balanced Assessment AP Exams Mester Benchmarks Mester reportcards CAHSEE</td>
<td>Proficient/Advanced Level 3 or 4 Score of 3, 4, or 5 80% or higher Grade of B or higher Score of 350 or above</td>
</tr>
<tr>
<td>Science</td>
<td>- Students will demonstrate through investigation and</td>
<td>Science CST AP Exams</td>
<td>Proficient/Advanced Level 3 or 4</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Understanding of the principles of physical and life science as well as ecology</td>
<td>Mester Benchmarks</td>
<td>80% or higher</td>
</tr>
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</tr>
<tr>
<td><strong>History/Social Studies</strong></td>
<td>- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American history</td>
<td>History CST</td>
<td>Proficient/Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Exams</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mester Benchmarks</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mester reportcards</td>
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<tr>
<td></td>
<td></td>
<td>80% or higher</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>- Students will demonstrate, in a foreign language, the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</td>
<td>Individual course assessments</td>
<td>Grade of B or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Exams</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>- Students will demonstrate some facility with visual arts. Students will understand the place of art in society.</td>
<td>Individual course assessments</td>
<td>Grade of B or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher observations</td>
<td></td>
</tr>
<tr>
<td>Career Pathway</td>
<td>- Students will demonstrate proficiency with human relations, technical, communication, and career development skills. - Students will understand the fundamentals of accounting and the tax preparation process.</td>
<td>Individual course assessments</td>
<td>Grade of B or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher observations</td>
<td></td>
</tr>
</tbody>
</table>
Students will understand the principles and practices of banking, credit, and consumer lending in the United States

Benchmarks to be Met

<table>
<thead>
<tr>
<th></th>
<th>EPAF Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>9th graders</td>
<td></td>
</tr>
<tr>
<td>graduating in 4</td>
<td></td>
</tr>
<tr>
<td>years</td>
<td></td>
</tr>
<tr>
<td>Grads accepted</td>
<td>62%</td>
</tr>
<tr>
<td>to 4-year</td>
<td></td>
</tr>
<tr>
<td>univ.</td>
<td></td>
</tr>
<tr>
<td>API</td>
<td>726</td>
</tr>
<tr>
<td>CAHSEE</td>
<td></td>
</tr>
<tr>
<td>proficiency</td>
<td>47%</td>
</tr>
<tr>
<td>(ELA)</td>
<td></td>
</tr>
<tr>
<td>CAHSEE</td>
<td>52%</td>
</tr>
<tr>
<td>proficiency</td>
<td></td>
</tr>
<tr>
<td>(math)</td>
<td></td>
</tr>
<tr>
<td>CST proficiency</td>
<td>45%</td>
</tr>
<tr>
<td>(ELA)</td>
<td></td>
</tr>
<tr>
<td>CST proficiency</td>
<td>27%</td>
</tr>
<tr>
<td>(math)*</td>
<td></td>
</tr>
<tr>
<td>Reclassification</td>
<td>5%</td>
</tr>
<tr>
<td>Rate</td>
<td></td>
</tr>
<tr>
<td>Fitnessgram-</td>
<td>60%</td>
</tr>
<tr>
<td>Healthy Fitness</td>
<td></td>
</tr>
<tr>
<td>Zone Level</td>
<td></td>
</tr>
<tr>
<td>CELDT proficiency</td>
<td>60%</td>
</tr>
<tr>
<td>AYP Targets</td>
<td>Meets</td>
</tr>
<tr>
<td>AP Passage Rate</td>
<td>60%</td>
</tr>
<tr>
<td>Title III AMAO</td>
<td>---**</td>
</tr>
</tbody>
</table>

*includes all Math courses (Algebra I, Geometry, Algebra II)

**previous school year’s data needed to make Title III determinations.

Using the comparison schools data of Jefferson Senior High (Watch Level) and Manual Arts Senior High (Focus Level), we project our year 1 School Performance Framework (SPF) classification to be at the Service and Support Level. Our target SPF in year 3 is Achieving and Excelling by year 5.
Using the comparison schools data of Jefferson Senior High and Manual Arts Senior High, we project that EPAF will score within the range of predicted growth during year 1. EPAF’s AGT target in year 3 will be to score above predicted growth and to score above predicted growth in year 5.

At Executive Prep Academy of Finance, we plan to implement the electives curriculum when our students become 11th and 12 grade students. We plan to open our doors to one class of 9th grade students, and have them take the required courses to maintain consistent progress to meet graduation and A-G requirements. Our initial year plans to prepare our 9th grade students for the rigorous curriculum they will experience leading up to their qualification into the finance academy.

To earn credits towards graduation all classes must be passed with a grade of C or better.

**California State and Common Core Content Standards**

The core curriculum for Executive Prep Academy of Finance students will be in A-G alignment with the California State Content Standards and the Common Core State Standards for students in secondary subjects. The Expectation of staff and administration is for students of EPAF to possess the skills and competencies to successfully attain their post-secondary aspirations and meet or exceed the entrance coursework requirements for major universities and colleges throughout the United States.

As stated above, students will enter Executive Prep Academy of Finance and spend their 9th and 10th grade years building their math, reading, reading comprehension, public speaking, and study skills. Their progress will be recorded on a bi-annually basis through standardized assessments such as the T.A.B.E. test, which is designed to determine literacy and numeracy progress. Upon completing the core classes in 9th and 10th grade, 20-25 of our willing students will begin their finance electives.

Upon beginning the finance electives, students will continue to take their core classes with two finance elective classes added each semester until they complete the curriculum. Assessments will be given throughout each class ranging from projects that display understanding and comprehension of focus standards developed based on the California State Educational Standards. There will also be benchmark assessments given bi-annually to assess literacy, and numeracy gains as well as progress made through the A-G requirements. Our plan is to provide our students a rigorous curriculum that provides intellectual growth while sparking an interest in education and improving their communities through financial literacy.

This curricular approach of blending academic and entrepreneurial standards to better motivate students is based upon the research of Marilyn L. Kourinsky, Vice President, Kauffman Center for Entrepreneurial Research at UCLA, and William B. Walstead, Director of the National Center for Research in Economic Education, which indicates that, "Education for entrepreneurship and entrepreneurial thinking must be broad based, drawing upon many content areas" 1. EPAF’s educational philosophy emphasizes experiential learning that produces a much higher retention rate than most traditional school programs2. (See Table 1 below)

**Table 1: Traditional Learning vs. Experiential Learning**
<table>
<thead>
<tr>
<th>Traditional Learning</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject centered</td>
<td>Student centered</td>
</tr>
<tr>
<td>Single text-oriented</td>
<td>Resource-based learning</td>
</tr>
<tr>
<td>Whole class instruction</td>
<td>Cooperative group work</td>
</tr>
<tr>
<td>Limited use of technology</td>
<td>Wider use of technology</td>
</tr>
<tr>
<td>Provincial learning</td>
<td>Community-based learning</td>
</tr>
<tr>
<td>Teacher as instructor</td>
<td>Teacher as facilitator</td>
</tr>
<tr>
<td>Educators as resource people</td>
<td>Business &amp; community members as resource</td>
</tr>
<tr>
<td>Developed/supported by educators</td>
<td>Developed/supported by various partners and</td>
</tr>
<tr>
<td>Limited financial support</td>
<td>Additional financial support through grants</td>
</tr>
</tbody>
</table>


The following entrepreneurial education programs are examples of experiential learning that will spark student interest in attending college and seeking occupational aspirations:

- **The National Federation for Entrepreneurial Education (NFTE)**

  NFTE runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year study conducted by the Harvard Graduate School of Education has found that NFTE programs in these communities have 1) increased interest in attending college by 34%, 2) increased occupational aspirations by 44%, 3) increased independent reading by 4%, and 4) increased leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

  Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The Standards and their supporting Performance Indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

  The Consortium for Entrepreneurship Education -sponsored Think Tank recently worked on group consensus about the different outcomes for entrepreneurship programs at various levels of education and found the following benefits to high school students:
• Creation of entrepreneurial thinkers who also have the skills and tools to start their own businesses
• Write a business plan
• Apply economic principles
• Determine individual entrepreneurial interests
• Apply basic marketing skills
• Use strategies for idea generation
• Assess feasibility of ideas
• Manage risk
• Identify legitimate sources of capital
• Evaluate ownership structures
• Translate problems into opportunities
• Apply principles of human relations management
• Speak "business" & "entrepreneurship"
• Apply basic accounting principles
• Engage in ethical business practices
• Demonstrate financial management

These standards will be integrated into the Career Pathways courses. EPAF ensures that research-based, standards-focused curriculum well outweighs any non-research-based programming.
Element 3: Method by Which Student Outcomes will be Measured

The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C)

*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.

**Student Assessment Plan:**

Assessment is an integral part of instruction. It begins with pre-assessment in the classroom to determine the competency level of our students and what standards, objectives, concepts, and skills individual students already understand. This includes formative assessments that help determine how well students are assimilating new information and in what novel ways they can further demonstrate what they know. This ongoing assessment enables teachers to differentiate both instruction and their methods of classroom assessment and align instruction to their long-range plans. Long-range plans are yearly pacing plans designed to help students achieve California state standards and are aligned, when applicable, to the CST blueprints. Authentic assessments, based upon what students have had the opportunity to learn each day, are also conducted by teachers and allow students to draw upon Multiple Intelligences to convey what they have learned. Tasks we will ask students to perform are considered authentic when 1.) Students are asked to construct their own responses rather than select from the ones presented, and 2.) The task replicates challenges faced in the real world. Teachers also include a rubric and tasks list to facilitate authentic assessment and self-evaluation.

EPAF will conduct placement tests in math and language arts when students enter for the first time, testing for Accelerated Class Placement. All students will participate in quarterly benchmark testing. Students who have been through the SST process, which begins with RtII and RtI2, and have not responded well to either strategic or intensive intervention (Individualized Performance Plans) may be recommended for formal assessment by a credentialed, multi-disciplinary assessment team to determine if they meet criteria to receive Special Education support.

**Benchmark Assessments:** The development/acquisition of high-quality benchmark assessments is perhaps the most essential component of a successful student accountability program. The critical aspects for defining high-quality assessments include:

- Valid and reliable assessments
- Assessments that are well-aligned to California State Content Standards/Common Core State Standards and Long-Range Plans
- Assessments that are comprised of items which are at an appropriate level of difficulty to students to demonstrate mastery of standard
- California State Tests and Smarter Balanced Assessments
**Purpose and Goal:** Strong Accountability programs have one primary objective. That is to improve student performance. Secondary objectives include meeting Federal and State reporting requirements, but these are always secondary to evaluating student performance. In order to achieve this goal, all departments, from those that focus on the hiring of highly qualified faculty to providing meaningful professional development, must have a closely integrated working relationship.

**Assessment Schedule:**

<table>
<thead>
<tr>
<th>Assessment Event</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Testing - October 2013 &amp; No more than 30 days</td>
<td>Reading Fluency Tests - Ongoing</td>
</tr>
<tr>
<td>9-12 English Proficiency Level</td>
<td>9-12</td>
</tr>
<tr>
<td>CAHSEE – February-March 2014 California Physical Fitness Exam – February – May 2014</td>
<td></td>
</tr>
<tr>
<td>9-12 - ELA, Math, Science</td>
<td>9-12 - ELA, Math, Science</td>
</tr>
<tr>
<td>CST Exam - May 2014 9-12- ELA, Math, Science Smarter Balanced Assessments beginning May 2015 9-12- ELA, Math</td>
<td></td>
</tr>
<tr>
<td>AP Exams – May 2014</td>
<td></td>
</tr>
<tr>
<td>SAT-Oct 2013-June 2014</td>
<td></td>
</tr>
<tr>
<td>ACT – Sept 2013-June 2014</td>
<td></td>
</tr>
</tbody>
</table>

**Data Team and Instructional Team**

EPAF’s data and instructional team will be comprised of the following members: Principal, Mentor Teachers, and others to be appointed. These team members will work collaboratively not only to design quality assessments but to use assessment data to inform a classroom teacher's instruction. Important goals of these teams are:
• Collecting and analyzing data
• Comparing student outcomes across grade levels where resources are both identical and different
• Enhancing professional development opportunities targeting student outcomes and student needs
• Providing ongoing feedback about student assessment results and progress to students and their parents
• Reviewing and developing all classroom curriculum and instruction with a focus on intervention, EL, socially disadvantaged students, and learners with 504 plans and IEPs.

### Grades Performance Un-Weighted Grade Points

- A Excellent 4
- B Above Average 3
- C Average 2
- D Below Average 1
- F Failing 0

### LAUSD School Report Card

Executive Prep Academy of Finance will provide LAUSD with the data essential for them to publish a report card that would enable families to compare Executive Prep Academy of Finance’s performance with that of other schools. This information will be published on the school’s website and will include data on discipline, attendance of staff and students, parent response to surveys, and student performance on standardized tests.
Element 4: Governance

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

A. Non Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Inner City Outreach, Inc., 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. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by 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 B, please find the Inner City Outreach, Inc. Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

B. Board of Directors

The Charter School will be governed by the corporate Board of Directors of Inner City Outreach, Inc. (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have a minimum of three (3) and a maximum of nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at one of the corporation’s monthly meetings of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Terms for the initial Board of Directors shall be five (5) seats. The terms of the initial Board of Directors shall be staggered, with three (3) members serving for one (1) year and two (2) members serving for two (2) years. The staggering of the initial directors’ terms of service will be drawn by lottery. The initial Board of Directors is as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Velma Keller</td>
<td>Governance</td>
</tr>
<tr>
<td>Jamie Burton-Oare</td>
<td>Governance</td>
</tr>
<tr>
<td>Aquil Bayyon, Sr.</td>
<td>Governance</td>
</tr>
<tr>
<td>Nikita Adams</td>
<td>Governance</td>
</tr>
<tr>
<td>Claude Tellis</td>
<td>Governance</td>
</tr>
</tbody>
</table>

Each of the initial Board members is described in Appendix HI under the description of the Initial Board of Directors.

The Permanent Board shall have three parent representatives elected amongst the parent body (one vote per family); one employee elected amongst all employees; and one community representatives appointed by the Board existing at the time of the vacancy. Board members shall have experience

23 “Community Members” will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current
in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The Principal shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School shall appoint a second community member to ensure that the Board is maintained with an odd number of Directors.

C. Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Principal;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempts by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

Charter School parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.
The Charter School shall comply with all applicable conflict of interest requirements, including LAUSD’s conflict of interest policies for charter schools. The Charter School has adopted a conflict of interest policy compliant with the California Corporations Code, attached hereto as Appendix C. In order to fully comply with the Political Reform Act, the Charter School shall comply with and file Form 700s under the LAUSD Conflict of Interest Code, unless or until such time as the Charter School has its own conflict of interest code approved by either the FPPC or County of Los Angeles as its code-reviewing authority. Every Charter School official designated under the code shall file a Form 700 (1) within 30 days of assuming office, (2) annually thereafter, and (3) within 30 days after leaving office. The Charter School shall take steps to ensure that its list of filer positions is current, and further ensure that filers are advised of filing requirements and requirements regarding conflicts of interest, self-dealing, and incompatible activities.

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 Charter School 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.

D. EPAF Governance Organizational Diagram

Over the next year the governing structure of EPAF will gradually broaden to prepare the organization to manage and grow the Charter School. The structure, shown below, will consist of the Board of Directors, the Chief Executive Officer and the EPAF Educational Board. The diagram below shows the responsibilities that are expected to be delegated to each branch by the Board of Directors.

**BOARD OF DIRECTORS RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Board of Directors and its committees</th>
<th>Chief Executive Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Budget</td>
<td>• Executive policies and procedures set by the Board of Directors</td>
</tr>
<tr>
<td>• Personnel</td>
<td>• Supervises operation of the school.</td>
</tr>
<tr>
<td>• Policies</td>
<td></td>
</tr>
<tr>
<td>• Strategic Planning/New Business Development</td>
<td></td>
</tr>
<tr>
<td>• Real Estate</td>
<td></td>
</tr>
</tbody>
</table>
**EPAF Educational Board (EPAFEB)**

EPAFEB will be a support and Expulsion appeal body and will be composed of approximately 2-3 teachers, school administrator and 4-6 parents. The EPAF EB will help direct the vision and goals of EPAF.

<table>
<thead>
<tr>
<th>School Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Manager</td>
</tr>
<tr>
<td>Office Assistant</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Substitute Teachers</td>
</tr>
<tr>
<td>Counselor</td>
</tr>
<tr>
<td>Instructional Aides</td>
</tr>
<tr>
<td>On-Site Financial Person</td>
</tr>
</tbody>
</table>

Chief Executive Officer
The Chief Executive Officer is responsible for executing the Board of Director's policies and the school’s administrative procedures and is appointed by the Board of Directors. The Chief Executive Officer is responsible for the school environment and student performance. The Chief Executive Officer is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the school. The duties include: 1) principal support and supervision, 2) support and supervision of back office staff, 3) fundraising, 4) facilities development, 5) serving as a spokesperson for EPAF in general, 6) school visitations and observations, 7) presentations to the board, staff, parents, and students, and 8) managing the hiring process of the EPAF Principal.

**EPAF Educational Board (EPAFEB)**

EPAFLB is expected to include parents, teachers, administrators and community members. The EPAFLB is a self-selecting Body. Meetings take place once a month at the school site. During the September General Parent Meeting, parents, community members and staff self-nominate to be EPAFEB Members. The parent body ratifies by consensus the self-selected members. Starting in October, the EPAFEB will meet monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal and the Chief Executive Officer on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of EPAF. Meetings occur monthly from September to May each school year. The EPAFEB is the equivalent of a School Site Council.

**E. Parent Involvement**

EPAF recognizes that parents will be entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. We also recognize that parents are a large part of successfully accomplishing this goal. We see parents as assets to our school community and as such will seek to develop working partnerships by both inviting parents to us and going to them. They will play a major role in the school’s evolving governance structure. We anticipate the Board will appoint 4-6 parents to the EPAFLB who will represent the diversity of the school.
EPAF recognizes that strong relationships between school and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School and to help Charter School staff understand the needs, wishes, values, and culture of parents and students. School-home bridge-building activities may include:

- Orientation for families to clarify the mission and vision of the Charter School, the educational approach and expectations for parent participation, and a description for volunteer opportunities.
- Parent meetings to solicit input on major school decisions and feedback on ongoing operations.
- Inclusion of parents in committee meetings and school functions through invitations to participate.
- Inclusion of parents in the assessment process and in learning exhibitions.
- Training in how the Charter School’s assessment process works including parents’ roles in it.
- Inclusion of parents in instruction, as appropriate.
- Workshops to help parents support their children’s education.
- School celebrations.

F. Teacher Involvement
EPAF views teachers as the experts in curriculum and instruction. As the primary executors of the Charter School’s educational program, they are the day-to-day stewards of the Charter School’s mission and vision. Their voices will be heard by the Principal and the Board as authoritative in matters related to curriculum, instruction, and student achievement, and will have weight in all areas of school decision-making. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues.

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 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
The 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 the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
The 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.
The 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*

EPAF 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. EPAF 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.
Element 5: Employee Qualifications

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

The Charter School 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, citizen-ship, 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.

EPAF is committed to hiring the most qualified, dedicated, knowledgeable, passionate teachers and staff. We will attend hiring recruitment fairs when needed and endeavor to post all vacancies on ED Join (www.edjoin.org) and similar teacher recruiting websites. EPAF will seek out teachers from institutions that prepare teachers to work with diverse ethnic and socioeconomic backgrounds.

EPAF will conduct criminal record background checks on newly hired employees before they begin working, to provide for the health and safety of the Charter School’s employees and students. Employees will meet specific qualifications for employment as outlined in below and in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements as outlined in Education Code Section 47605.

CERTIFICATION

All EPAF teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. Teachers will instruct the core academic classes of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, and history. They will be responsible for overseeing student academic progress and for monitoring grading and matriculation. The Principal, or designee, will maintain a current copy of teacher certificates on file and ready for inspection. The Principal conducts a credential review will occur annually and on an as needed basis to ensure compliance. The Principal, or designee, will notify the CEO in a timely manner regarding the status and expiration of current teachers’ credentials. EPAF will ensure that all staff are compliant with No Child Left Behind requirements.

The Charter School’s key staff members will meet the following qualifications:

Chief Executive Officer

DESIRED QUALIFICATIONS:

- Master’s Degree or equivalent.
- Administrative Credential preferred.
- Teaching Credential preferred.
- A minimum of 2 years previous administrative experience.

**REPORTS TO:** Charter School Board

**SUPERVISES:** Principal

**PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):**
The Chief Executive Officer is responsible for the school environment and student performance. The duties include:
1) principal support and supervision
2) support and supervision of Principal
3) fundraising
4) facilities development
5) serving as a spokesperson for EPAF in general
6) school visitations and observations
7) presentations to the board, staff, parents, and students
8) managing the hiring process of the Executive Preparatory Academy of Finance Principal
9) implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the school

**EVALUATION:**
The Chief Executive Officer will be evaluated by the Board of CEG based on:
- California Professional Standards for Education Leaders
- Implementation of policies determined by the Board of Trustees
- Overall effectiveness
- Achievement of Educational goals
- Level of parental and community involvement

The CEO will set goals with and enforce the EPAF’s Principal expectations and complete evaluations.

**PRINCIPAL**

**DESIRABLE QUALIFICATIONS:**
- Master’s Degree or equivalent.
- Administrative Credential preferred.
- Teaching Credential preferred.
- Demonstrated ability to exercise the responsibility allocated to the high school.
- A minimum of 3 years previous administrative experience.

**REPORTS TO:** Charter School Board

**SUPERVISES:** All school site employees.
JOB GOAL: To utilize leadership, supervisory, and administrative skills in promoting the educational development of each student.

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):
1. Establishes and maintains an effective learning climate in the Charter School.
2. Initiates, designs, and implements programs to meet specific needs of the Charter School.
3. Keeps the District informed as necessary or requested of the Charter School's activities and problems.
4. Makes recommendations to the Board concerning the Charter School's administration and instruction.
5. Prepares and submits the Charter School's budgetary requests to the Board, and monitors expenditures of funds.
6. Supervises the maintenance of all required building records and reports.
7. Prepares or supervises the preparation of reports, records, lists, and all other paper work required or appropriate to the Charter School's operation.
8. Works with various members of the Administrative staff on Charter School problems of more than in Charter School impact, such as transportation, and special services.
9. Assumes responsibility for the implementation and observance of all Board policies and regulations by the Charter School's staff and students.
10. Maintains active relationships with parents and students.
11. Supervises the Charter School's educational program.
12. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
13. Supervises the programming of classes within established guides to meet students' needs.
15. Supervises the guidance program to enhance individual student education and development.
16. Supervises the maintenance of high standards of student conduct and enforcement of discipline as necessary, according to due process to the rights of students.
17. Establishes guides for proper student conduct and maintaining student discipline.
18. Attends special events held to recognize student achievement, and attends Charter School sponsored activities, functions, and athletic events.
19. Supervises the maintenance and control of the various local funds generated by student activities.
20. Supervises the maintenance of accurate records on the progress and attendance of students.
21. Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional and state meetings, through enrollment in advanced courses, and the like.
22. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
23. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the Charter School's employees.
25. Approves the master teacher schedule and any special assignments.
26. Orientes newly assigned staff members and assists in their development, as appropriate.
27. Evaluates and counsels all staff members regarding their individual and group performance.
28. Conducts meetings of the staff as necessary for the proper functioning of the Charter School.
30. Recommends to the Board the removal of a teacher whose work is unsatisfactory.
31. Makes arrangements for special conferences between parents and teachers.
32. Assumes responsibility for the safety and administration of the school plant.
33. Supervises the daily use of the Charter School facilities for both academic and non-academic purposes.
34. Plans and supervises fire drills and an emergency preparedness program.
35. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.
36. Provides for adequate inventories of property under his/her jurisdiction and for the security and accountability for that property.
37. Supervises all activities and programs that are outgrowths of the Charter School's curriculum.
38. Participates in negotiations meetings, and such other meetings as are required or appropriate.
39. Responds to written and oral requests for information.
40. Assumes responsibility for all official Charter School correspondence and news releases.
41. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall Charter School objectives and programs; to interpret Board policies and administrative directions; and to discuss and resolve individual student problems.
42. Serves as a member of such committees and attends such meetings as directed to by the Charter School Board.
43. Delegates authority to responsible personnel to assume responsibility for the Charter School in the absence of the principal.
44. Supervises and evaluates the Charter School’s extra-curricular program.
45. Performs other tasks and assumes other responsibilities within the overall scope of the position, which the Board may assign.

**EVALUATION:**

The Principal will be evaluated by the Chief Executive Officer based on:
- California Professional Standards for Education Leaders
- Maintaining a fiscally sound charter school including a balanced budget
- Achieving the educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

The Principal will set goals with and enforce the EPAF’s teacher expectations and complete

**OFFICE MANAGER**
DESIRED QUALIFICATIONS:

- **Experience:** Job related experience with increasing levels of responsibility is required.
- **Education:** High School diploma or equivalent
- **Equivalency:** Any combination of education, training, and/or experience which demonstrates ability to perform the required duties. A typical qualifying background would include graduation from high school or equivalent, and three years of increasingly responsible and varied clerical and secretarial work including word processing skills. Ability to type/keyboard at a corrected speed of 40 net words per minute. Possession of a current certificate in cardiopulmonary resuscitation (CPR), issued by American Red Cross or American Heart Association, and a certified Multimedia First Aid Card is required. Must maintain up-to-date certifications.

- **SKILLS** are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

- **KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; concepts of grammar and punctuation; and pertinent codes and regulations.

- **ABILITY** is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: working independently; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with constant interruptions; setting priorities; and establishing and maintaining effective working relationships.

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):

1. Acts on behalf of assigned administrator(s) in their absence (e.g., questions, concerns, complaints) for the purpose of conveying and/or gathering information required for their functions in a timely manner.

2. Administers first aid and prescription medications to students for the purpose of providing emergency and necessary care in compliance with established guidelines.

3. Collects payments for a variety of events (e.g., bus tickets, student council, donations, fines, fees, fundraisers) for the purpose of completing transactions and/or securing funds.

4. Compiles data from a variety of sources (e.g., time sheets, budget reports, specialized reports, personnel records) for the purpose of processing data in compliance with financial, legal and/or administrative requirements.
5. Composes a variety of documents (e.g., correspondence, agendas, minutes, newsletters, bulletins, reports) for the purpose of communicating information and/or creating documentation in conformance with established guidelines.

6. Coordinates a variety of projects, functions and/or program components (e.g., facility usage, guest teachers, meetings, in-service events, travel and accommodations) for the purpose of completing activities and/or delivering services in a timely fashion.

7. Coordinates daily substitute activities (certificated and non certificated) for the purpose of ensuring that staff absences are covered in a timely manner and that student safety and educational process needs are met.

8. Maintains a wide variety of manual and electronic documents files and records (e.g., student registration data, student health forms, master calendar, budget data, employee records, financial records, reports) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.

9. Monitors a variety of activities (e.g., account balances, work order status, Worker’s Compensation injuries, special projects, new teacher staffing, room assignments, maintenance work) for the purpose of achieving goals and meeting target dates.

10. Monitors students referred for illness or those referred for disciplinary action for the purpose of ensuring student welfare and maintaining a secure office environment.

11. Oversees day-to-day office workload for the purpose of ensuring the completion of activities in an accurate and timely manner.

12. Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g., letters, memorandums, meeting minutes, charts, operational procedures, manuals) for the purpose of documenting activities, providing written reference, and/or conveying information.

13. Processes documents and materials (e.g., time sheets, work orders, requisitions, travel reimbursements, budget transfers) for the purpose of disseminating information in compliance with program, district, state and/or federal requirements.

14. Procures supplies and materials for the purpose of maintaining availability of required items.

15. Reconciles account balances for assigned budget categories (e.g., student council, fundraisers, donations, requisitions) for the purpose of maintaining accurate account balances.

16. Responds to inquiries from a variety of internal and external parties (e.g., staff, parents, students, public agencies) for the purpose of providing information or direction and/or facilitating communication among parties.

17. Supports Principal for the purpose of providing assistance with their functions and responsibilities.

OTHER FUNCTIONS

1. Participates in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.

2. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

EVALUATION

Performance of this job will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.
OFFICE ASSISTANT

DESIRED QUALIFICATIONS:

- **Education** High School diploma or equivalent.
- **Experience** Job related experience is desired.
- Skills are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment; performing standard bookkeeping; and preparing and maintaining accurate records.
- **KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: business telephone etiquette; and concepts of grammar and punctuation.
- **ABILITY** is required to schedule activities; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. In working with others, some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; working as part of a team; and working with detailed information/data.

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):

- Answers incoming telephone calls for the purpose of screening calls, transferring calls, responding to inquiries and/or taking messages.
- Assists with processing of documents, forms, mailings and materials (e.g. bid specifications, contracts, etc.) for the purpose of disseminating information to appropriate parties.
- Compiles data from a variety of sources for the purpose of complying with financial, legal and/or administrative requirements.
- Maintains a variety of manual and computerized files and records for the purpose of providing documentation in accordance with administrative and legal requirements.
- Maintains inventories of supplies and materials for the purpose of ensuring items' availability.
- Prepares a variety of documents and materials (e.g. notes, standardized correspondence, handouts, purchase requisitions, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Processes a wide variety of documents and materials (e.g. vouchers, etc.) for the purpose of disseminating information and/or payment to appropriate parties.
• Responds to inquiries from a variety of internal and external parties (e.g. staff, architects, engineers, contractors, public agencies, etc.) for the purpose of providing information facilitating communication among parties and/or providing direction.

EVALUATION
Performance of this job will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

CREDENTIALED TEACHERS

REQUIRED QUALIFICATIONS:

• Bachelor’s degree
• Appropriate and valid teaching certification with EL authorization
• Meet highly qualified teacher requirements as stated in No Child Left Behind
• Shared view of Executive Prep Academy of Finance mission
• Strong content and subject-matter knowledge
• Ability to support and guide adults, as well as students
• Strong written and verbal communication skills
• Organization and time-management skills
• Proficiency in MS Excel, MS Word, and Outlook, and experience using them in a professional capacity
• Flexible schedule

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):

• Orient students to their coursework and communicating course and Charter School requirements.
• Employ asynchronous and synchronous tools to supplement course content.
• Maintain regular communication schedule to be reachable by students or parents.
• Augment course content in the form of remediation, modification, and enrichment.
• Implement student’s IEPs and attend IEP conferences, as needed.
• Set deadlines for student work and grant extensions.
• Face-to-face meetings with students and instructional aides, as scheduled.
• Grade student work and enter grades into an online grade book in a timely manner (no more than three days without an update in grade book).
• Ensure needed information is in Charter School database.
• Participate in State Testing – this includes, but is not limited to:
  o Proctoring for a three week testing window
  o Assigning students to test sites
  o Following up with students who have not been tested
  o Helping site coordinator
  o Following up with student, parent and/or administrator if there are issues
  o Organizing testing materials
• Contribute to and complete student report cards.
• Communicate with parents as needed. This includes, but is not limited to:
  o Calling students and parents
Returning phone calls/emails ASAP but no longer than 24 hours after the initial contact

- Collaborate with other teachers.
- Communicate with teachers and administrators as needed. This includes, but is not limited to:
  - Calling and or emailing teachers as needed
  - Returning phone calls/emails ASAP but no longer than 24 hours after the initial contact
  - Collaborate with other instructional teachers in the same content area.
  - Attending all in person meetings as scheduled.

- Other duties as assigned.

**EVALUATION**

The Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

- **Making Subject Matter Comprehensible to Students**
  TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

- **Assessing Student Learning**
  TPE 2 – Monitoring Students Learning During Instruction
  TPE 3 – Interpretation and Use of Assessment

- **Engagement and Supporting Students in Learning**
  TPE 4 – Making Content Accessible
  TPE 5 – Student Engagement
  TPE 6 – Developmentally-appropriate Teaching Practices

- **Planning Instruction and Designing Learning Experiences for Students**
  TPE 7 – Teaching English Learners

- **Creating and Maintaining Effective Environments for Student Learning**
  TPE 8 – Learning About Students
  TPE 9 – Instructional Planning

- **Developing as a Professional Educator**
  TPE 10 – Instructional Time
  TPE 11 – Social Environment

The school Principal, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation communication. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the school administrators from conducting other observations of an informal or unannounced nature.

**INSTRUCTIONAL AIDES**
The Instructional Aide is designed to serve students whose instruction is identified and specified in an Individualized Education Plan (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

QUALIFICATIONS:

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates must meet the following standards:

1. The equivalent of graduation from high school and one of the following:
   - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education, OR
   - Attainment of an Associate of Arts degree or higher degree
2. Six months experience working with adolescents/children in a structured environment
3. Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.

Any other combination of training an experience that could likely provide the desired skills, knowledge or abilities may be considered; however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION):

1. Under immediate supervision, follow the lead of the teacher/specialist in providing instruction and specialized services to student(s) having an Individualized Education Program, or Section 504 Service Plan (SP). Specialized services may include: facilitation of communication via assistive technology and/or communication devices, assisting in the supervision, discipline and behavior modification of student(s), as well as performing related duties as assigned
2. Discuss classroom learning activities with teacher/specialist to coordinate instructional efforts and to implement instructional programs.
3. Tutor or drill students, individually or in groups, following lesson plans and designated IEPs or SPs, in a variety of academic subjects to explain and/or reinforce learning concepts
4. Provide assistance to students in operating assistive technology or communication devices, microcomputers and in learning activities associated with computer assisted instruction.
5. Provide assistance to, participate with, or monitor students in activities such as physical exercises and/or classroom activities
6. Correct such student work as printing, writing, spelling, punctuation, arithmetic exercises, etc., of classroom and/or homework assignments, computer, record scores and return to students
7. Operate a variety of office machines and/or instructional equipment such as, copy machine, typewriter, computer, laminator, telephone, video cassette recorder, etc.
8. Perform a variety of classroom associated clerical work, such as typing, sorting, filing, keeping accurate records, setting up and maintaining file folders, recording attendance, completing forms and applications, collecting monies, measuring, cutting and duplicating
9. Prepare various teaching aids and materials such as charts, graphs, and other related items using such methods as typing, duplicating, collating, stapling and other laminating
10. Assist in classroom organizing activities such as displaying educational materials, preparing bulletin boards, arranging furniture to facilitate instructional needs, creating an orderly and clean classroom environment
11. Observe and report significant student behavior, behavioral patterns, and/or problems to the teacher/specialist. Implement behavior management programs for student(s) as designated by certificated staff
12. Administer first aid or necessary physical assistance to ill or distressed students: may administer prescribed medication in accordance with established school procedure
13. May call parents to arrange appointments, to provide approved information about school or student, may participate in parent conference or IEP meeting at the direction or concurrence of the teacher/specialist
14. Understand and carry out oral and written instruction
15. Learn to tutor students in various subject matters and to work with students with and/or without disabilities
16. Adapt educational materials/manipulatives to promote the specialized learning process for students with disabilities
17. Work with children/adolescents having mild to moderate learning and/or physical disabilities
18. Motivate and encourage positive learning patterns and behavior to students with disabilities and special learning need
19. Assist with discipline of students in accordance with Charter School policy
20. Keep accurate records
21. Demonstrate understanding and patience toward students with disabilities
22. Demonstrate confidence, tact and sound judgment
23. Demonstrate adaptability to changing circumstances and priorities within the learning environment
24. Demonstrate a willingness to work collaboratively as an educational team member

EVALUATION
Performance of this job will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

SECONDARY SCHOOL COUNSELOR
Counselors at Executive Prep Academy of Finance are responsible for providing counseling and guidance services to all students, with a particular emphasis on preparing students for college. This includes ensuring that students have taken the necessary coursework to fulfill the California State University and University of California A-G requirements and the appropriate college entrance exams, and assisting the students in completing their college applications. This position also requires conducting individual and small group counseling for students in need. Expertise with prevention, intervention, developmental and crisis counseling experience is highly desired.
QUALIFICATIONS:
- A California PPS Credential in School Counseling/Guidance is required
- MA/MS degree in School Counseling from an accredited college or university highly desirable
- Experience with individual and group counseling highly desired
- A passion for improving urban high schools and driving education reform
- Knowledge of bilingual education
- Bilingual (English/Spanish) highly desirable
- Experience working in an urban school setting
- Prior counseling experience (mental health), including DIS Counseling
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION)
- Organize and maintain college catalogs, brochures, handbooks, and other appropriate resource materials
- Coordinate and implement dissemination of information to students, parents, and community members pertaining to the college admissions process
  - Provide specific information regarding entrance requirements, applications, scholarships, costs, tuition, financial aid, and testing deadlines
  - Provide college counseling services through group and individual counseling
- Help students become aware of all phases of post-secondary school options
- Maintain student records regarding post-secondary plans
- Provide faculty and staff with current information related to the college admissions process
- Coordinate visits by college representatives during the school day
- Organize and implement field trips to college campuses
- Organize a system of transcript dissemination to colleges and universities for student applicants
- Provide assistance to faculty and staff in writing letters of recommendation and secondary school reports
- Write letters of recommendation for students regarding admissions and financial aid scholarships
- Provide necessary information and materials for students regarding PSAT, SAT I and II, and ACT
  - Determine eligibility of students applying for test fee waivers
  - Administer PSAT and interpret results to students, parents, and staff
- Coordinate and administer school and community scholarships
- Initiate scholarship fundraising efforts
- Maintain contact with graduates concerning scholarships and post-secondary school activities
- Facilitate processing of student forms and applications
  - Coordinate application procedures for financial aid
  - Offer student and parent workshops to provide information and assistance in completion of accurate forms
• Provide follow-up interpretation of financial aid packages
• Provide individual and small group counseling to students in need (prevention, intervention, as well as Designated Instructional Service (DIS) counseling, if designated on student IEP)
• Create and implement curriculum with regards to Advisory, college readiness, and career readiness courses

EXPECTATIONS:
• Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
• Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
• Maintain professional standards and school environment that is productive, safe and focused

REQUIRES ABILITY TO:
• Work with parents, students, faculty, post-secondary educational representatives, as well as school community groups
• Represent the Charter School in a positive way
• Understand student maturity levels and the process of goal selection
• Help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities
• Understand test construction and interpret educational test data
• Understand school graduation requirements and parallel entrance requirements for post-secondary institutions
• Motivate students and provide academic incentives for success
• Understand the relationship between school curriculum and college programs
• Understand the unique social-emotional needs of individual students

EVALUATION
Performance of this job will be evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

Staff Selection
Day-to-Day Substitute Teachers

EPAF will establish and maintain a list of qualified substitutes who will be contacted as needed. All substitute teachers of core and college-preparatory classes will be appropriately credentialed.

Selection of Administrators

The Principal will be selected by the Chief Executive Officer and ratified by the EPAF Board of Directors. The Chief Executive Officer will be selected by the Board of Directors. Both selections will be based on proven experience in educational leadership, educational vision for and experience and success with at-risk children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform.
Selection of Teachers

The principal will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired based on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.

Selection of Office Manager

The Office Manager will be selected by the principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. The Office Manager duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.
Selection of Other Classified Staff

The Principal will select classified staff on an application and interview basis. Selection will be based on the ability to perform the job duties suitable for the specified job position. Classified staff include:

Yard Supervisors – Supervise students before school, during lunch, during recess, and during dismissal. Yard supervisor’s duties also include serving breakfast and lunch to students. Other related duties include cleaning bathrooms, classrooms, and emptying trash.

Office Clerk - Duties include, but are not limited to handling attendance records, student records, and minor disciplinary issues. The office clerk assists the office manager with communicating with staff, parents, and students. In order to handle assigned duties, office clerks are required to be able to communicate verbally and in writing in Spanish and English. Office clerks are required to have a Bachelor’s degree.

Salary and Benefits

EPAF will negotiate salaries and benefits with each employee based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee.
Element 6 – Health and Safety

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 N.

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 non-certificated personnel must submit two sets of fingerprints and/or submit to LiveScan 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 Charter School Board of Directors on a quarterly basis. The Board 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
The following policies and practices apply to all Executive Prep Academy of Finance employees:
Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. Child abuse or neglect is broadly defined as a “physical injury that is inflicted by other than accidental means upon a child by another person.” This includes both acts and omissions on the part of the responsible person. Charter School employees are required to report instances of child abuse and/or neglect when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion arises when the facts surrounding the incident could cause another person in a similar situation to suspect child abuse or neglect.

Section 11166 of the California Penal Code applies to all employees employed by a public school. These employees are mandated reporters. It is the policy of the Charter School that all employees shall comply with the law’s reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

The following procedure will be used to report suspected child abuse.
• Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall (1) make a telephone report of the suspected child abuse immediately, or as soon as practically possible, to an
appropriate child protective agency, either the Department of Children and Family Services (DCFS) or the local law enforcement department (Los Angeles Police Department), and (2) prepare and send a written report, “Suspected Child Abuse Report,” Department of Justice (DOJ) form SS 8572, to the agency called within 36 hours of receiving the information.

- A report of suspected child abuse is to be made to only one child protective agency, either the Department of Children and Family Services (DCFS) or the Los Angeles Police Department (LAPD).
- If the agency asks the child be held until authorities arrive, the employee must remain with the child.

After completing the process above, the employee’s primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child’s home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child’s parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

An employee who is required by law to make a report, but fails to do so, can be found guilty of a misdemeanor. This misdemeanor is punishable by imprisonment in county jail for a maximum of six months, a fine of up to $1,000, or both. The employee would also face the possibility of personal liability and could incur costs of defense and any subsequent damages to the child. Additionally, all employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, EPAF Charter School is not obligated to defend an employee who neglects or fails to make a required report.

A Charter School employee, although not required, may also make a report where he/she has knowledge of or reasonably suspects that mental suffering has been inflicted upon a child or that the child’s emotional well-being is endangered in any other way.

Child abuse reporting procedures are reviewed yearly for new and returning staff members.

**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**
The charter school will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public 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 will develop 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.

**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, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, 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.

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.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The 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 7 – Racial and Ethnic Balance

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 school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)

Executive Prep Academy of Finance will advertise to and recruit local students from middle schools who are located within a 5 mile radius of our location once a location has been secured. We also plan to develop flyers and present them at local libraries and recreation centers located within a 5 mile radius of our location once a location has been secured. This will also inform the individuals who are currently involved in community activity and learning enrichment. With this population being notified of our intention and availability within the community, we can enroll a student body truly reflective of the community we plan to offer our educational plan to by doing the following:

• Publish ads in local newspapers in English and Spanish in the area of South Los Angeles.
• Organize volunteers to distribute literature about the school around the neighborhood.
• The school’s promotional materials will be accessible to speakers of other languages (Spanish) and minority parents.
• The school will be publicized through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries.
• Several recruitment meetings will take place each year beginning in the winter.
• The school will host open houses, back to school nights, orientations and school tours on a regular basis.

EPAF will not discriminate in its enrollment practices. EPAF will implement a student recruitment strategy that includes, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the location stated above:

1. Enrollment Process that allows for a broad-based recruiting and application process. The enrollment process begins with an open enrollment period. During this time families are able to submit a lottery form. Please see Element 8 for more detail.
2. The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the local community stated above, which are primarily African-American, Hispanic, Asian or Pacific Islander, and Caucasian
3. The appropriate development of promotional and informational materials in Spanish and other languages as needed to appeal to limited English proficient populations
4. Outreach meetings in several areas of the LAUSD to reach prospective students and parents year round. Open houses and school tours will be conducted on a regular basis during the school year as well.

EPAF will maintain accurate records of the ethnic and racial balance of students enrolled (collected during the enrollment process) in the Charter School through a Student Information System and will furnish the District with annual documentation of ongoing recruitment and outreach efforts.

*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 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 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 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 monthly parent 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, 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. 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 school-wide 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 8 – Admission Requirements

Admission Requirements, if applicable. Education Code Section 47605(b)(5)(H)

EPAF will recruit academically low-achieving, special education, and economically disadvantaged students. Admission to EPAF will be on a non-sectarian, tuition-free, and EPAF 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. EPAF will admit all pupils who wish to attend as outlined in Education Code Section 47605(d)(2)(A). California state residency is the only requirement for enrollment, and EPAF will admit all pupils who wish to attend the Charter School, subject only to capacity. If the number of pupils who wish to attend EPAF exceeds capacity, attendance, except for existing pupils of the Charter School (who will be guaranteed admission for the following year and thus exempt from the public random drawing), shall be determined by a public random drawing (“lottery”). In the event of such a drawing, preference will be granted as follows:

1. Residents of the District (at a ratio of 2:1)
2. Siblings of students already admitted to or attending EPAF will be exempted from the lottery and admitted to the school.
3. Children of staff working at the charter school will be exempted from the lottery and admitted to the school as long as the number admitted by this exemption does not exceed 10 percent of total enrollment at EPAF.

Admission Timelines:
EPAF will conduct an open enrollment period starting on November 1st for the following school year for all interested students. All application for enrollment forms received during the open enrollment period will be date and time-stamped.

If the Charter School’s capacity is exceeded during the open enrollment period, the lottery procedure outlined below will be initiated. If capacity is not reached by the close of the open enrollment period, students will be enrolled until capacity is reached. Once capacity is reached after the open enrollment period has ended, a waiting list will be established. The open enrollment period begins in April with interested families able to submit a lottery form through May 1st. Families have one month to submit lottery forms. Lottery will occur on May 1st. As any students disenroll from EPAF, students from the waiting list will be contacted.

- Should EPAF receive a number of applications for enrollment from potential students in the open enrollment period which exceed capacity, the Charter School will conduct a random public drawing using the following rules and procedures. Under the supervision of the Principal, public notice of the lottery’s procedures, timelines, and rules will be posted on the school’s website and will be posted in the school’s lobby regarding the date, time and location of the public drawing once the deadline date has passed:

The Charter School will use a neutral proctor to ensure the lottery procedures are fairly executed.
• The lottery will take place within 30 days of closing the open enrollment period

• The lottery will take place on the Charter School’s campus, on school grounds in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School which is large enough to accommodate all interested parties

• The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so

• All interested parties will know, prior to the holding of the lottery, how many openings are available in the Charter School and in the different grades served by the Charter School by contacting the school’s main office

• The ballots shall be drawn by a representative of the Charter School or outside agency or organization confirming the results of the lottery

• The drawing shall continue until all names are drawn. 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

• Prospective students on the waiting list shall provide contact information to be used in the event space becomes available. Families enrolled off of the waiting list shall be informed in writing by the Principal or designee and shall have up to 10 business days from the date of notification to respond. 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 10-day period will forfeit their right to enroll their student in the Charter School for that school year

• The Charter School or outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the Charter School shall keep on record copies of that confirmation.

REFINEMENT OF POLICIES
Notwithstanding the aforementioned, EPAF may refine lottery policies and procedures following the first year of operations. A copy of the revised policy, designed to improve the school’s lottery efforts, shall be provided to the District within 45 calendar days of approval by the charter school’s governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

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 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 9 – Financial Audits

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)

EPAF will hire a Certified Public Accountant (CPA) with experience in school district audits to conduct annual, independent financial audits. These audits will employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. The independent public accountant and our business services provider, such as Charter School Management Corporation, will prepare the necessary financial reports to be submitted to our board of trustees and then for onward submission to the Los Angeles Unified School District. Audit reports will also be submitted to the State Controller, LACOE, and County Superintendent. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by LAUSD. The Chief Executive Officer, Board Treasurer, and a Board designee will work in concert with the business services provider to address any audit findings and/or resolve any audit exceptions. The committee will take corrective action and report their findings to the Board with a recommendation at the next regularly scheduled Board Meeting.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the District.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

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 the operating fiscal year  
e. Unaudited Actuals – July following the end of the fiscal year  
f. Audited Actuals – December 15th 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. In addition:  
j. Bell Schedule- Annually by September

*District Oversight Costs
The District may charge for the actual costs of supervisorial 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 supervisorial 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 supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by 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**

The Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- The 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 the 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 10 – Suspensions and Expulsions

The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions.

When the EPAF Discipline Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction 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. Suspended or expelled students shall not be allowed to participate in all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

LAUSD-Specific Language

EPAF 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. EPAF 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. Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process. Charter School 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. Charter School 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.
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 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 School’s failure to implement 504 Plan?

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, 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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.

q) 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.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive
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educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) 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.

t) 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.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (l).

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.

b) violated the Federal Guns Free Act

c) Unlawfully sold or otherwise furnished any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

e) Brandishing a knife at another person as per Ed Code 48915 (c).

b)

3. Discretionary Expellable Offenses: Students may be expelled 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or 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.
q) 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.
r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
s) Caused, attempted to cause, 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.
t) 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.
u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

4. Non-Discretionary Expellable Offenses: Students must be expelled 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, knife, explosive, or other dangerous object If it is determined by the Governing Board 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.
b) • Brandishing a knife at another person
c) • Unlawfully selling a controlled substance
d) • Committing or attempting to commit a sexual assault or committing a sexual battery
e) Possession of an explosive.

f) The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

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 when the suspensible offense was committed, 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. The notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any 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. Students will be given an opportunity to make up all missed assignments and assessments.

D. Authority to Expel
A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel. The Administrative Panel will consist of at least three to 5 members who are certificated administrators or teachers from other Charter Schools. The Administrative Panel members will not include a teacher or administrator of the pupil. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the EPAF Board.

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 shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense (when the recommendation for expulsion is made). 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.

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

1. The date, time, 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.
9. The student’s right to postpone the expulsion hearing, if requested by the student and the student’s parent or guardian in writing, for a period of time not to exceed 30 calendar days;
10. The Administrative Panel’s discretion to grant any further extension of time requested by the student and the student’s parent or guardian in writing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
EPAF 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 EPAF. 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 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 Administrative Panel 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 Administrative Panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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 Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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. The decision by the administrative panel to expel must be supported by substantial evidence 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 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 recommendation of the Administrative Panel shall be in the form of written findings of fact.

If the administrative panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The Principal, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel via mail to the student or parent/guardian within five (5) school days of the conclusion of the expulsion hearing. This notice shall include the following:

1. Notice of the specific offense(s) committed by the student
2. The Administrative Panel’s findings of fact;
3. The student’s rehabilitation plan;
4. The process for readmission;
5. Notice of the right to submit a written objection and request for reconsideration to the school’s Board of Directors within 10 school days;

6. Notice that the decision of the EPAF Board shall be final; and

7. 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 within EPAF.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District of residence and the Los Angeles County Office of Education via USPS mail.

This notice shall include the following:

a) The student’s name

b) The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, EPAF 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.

EPAF will also submit an expulsion packet to the LAUSD Charter Schools Division (CSD) immediately or as soon as practically possible, containing items required by CSD.

Finally, EPAF will also forward student records upon request to the receiving school district, if different from the district of residence, in a timely fashion.

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 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 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. Appeal Procedure
The decision to expel a student may be appealed by the parent or guardian of the student to the EPAF Board of Directors. In order to appeal, the parent must submit a written request to the Principal within 10 days of service of the written notice of the decision to expel. The EPAF Board of Directors shall consider and act on the appeal within 15 school days or 30 calendar days, whichever first occurs. The student will be considered suspended until an EPAF Board meeting is convened to consider the appeal. EPAF will strive to schedule the Board meeting to accommodate the parent’s presence. The EPAF Board will make a final decision on the appeal based on the information and evidence presented at the expulsion hearing. The EPAF Board’s decision, regarding the expulsion, will be final.

L. Expelled Pupils/Alternative Education
The Charter School will facilitate the parent in seeking alternative education programs including, but not limited to, programs within the County or their school district of residence, such as a community day school.

LAUSD-Specific Language

Outcome Data
EPAF 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 11 – Retirement Programs

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)

EPAF will participate in Social Security and a 401K plan. EPAF will not participate in STRS or PERS. Positions to be covered by Social Security and a 401K include all full-time certificated teaching and non-certificated positions. Charter School will offer certificated employees the option to participate in a retirement plan, such as a 403B plan or a tax sheltered annuity plan. EPAF’s School Director or the Director’s designee, will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. EPAF understands its obligations to comply with specific sections of the Education Code Section 47611. The school will determine the process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to school staff.

Salary Schedule

EPAF will negotiate salaries with each employee based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee.

Work Calendar

Each staff member will work the number of days agreed upon in his/her individual contract or work agreement, which will address the following:
• Salaries
• Details related to holidays, illness, personal days, vacation, and bereavement
• Determination of full-time or part-time status
• Employee discipline procedures and the employee’s due process rights for appealing disciplinary action

EPAF will adhere to applicable federal and state mandates, including:
• Family Medical Leave Act (FMLA)
• California Family Rights Act (CFRA)

Performance Evaluation

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance evaluations will be conducted annually and will be conducted in a fair and judicious manner.
Professional Standards

EPAF employees will be expected to engage in professional behavior with fellow employees, students, and parents.

Termination All employees will be hired on the basis of annual agreements and their terms expire at the end of their annual agreement. In the event of termination of employment prior to the end of an employment agreement, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. EPAF recognizes two reasons to remove an employee from the payroll:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave EPAF. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- Involuntary Termination (Discharge). Involuntary termination occurs when EPAF chooses to discharge the employee. The Chief Executive Officer may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Chief Executive Officer determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

Process for Resolving Employee Complaints/Grievances All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the EPAF Employee Handbook.

The following process will apply to staff members filing a complaint/grievance:

- When a problem first arises, the grievant should discuss the matter with his or her immediate supervisor.
- The school Principal is responsible for resolution of the grievance and will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the school Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought. (If the grievance is against the Principal, the employee will follow the same procedures but submit the information to the Chief Executive Officer instead of the Principal)
- Following any necessary investigation, the school Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
• If no satisfactory solution can be reached, the grievant may request to meet with the EPAF Board of Directors and the Chief Executive Officer. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the school Principal. The request for the meeting is to be delivered to the Board Chair by the Chief Executive Officer at least four (4) days before the next regularly scheduled meeting, so that the matter may be properly placed upon the agenda.
At the meeting, the grievant and a representative of EPAF shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the meeting, the EPAF Board of Directors and Chief Executive Officer shall make a decision on the grievance in writing. This decision will serve as the final decision of EPAF.
The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

**Consequences for Unprofessional Conduct**

As outlined in individual contracts:

- Issuance of notice of unsatisfactory act to remain in personnel file
- One day suspension without pay
- Five day suspension without pay
- Dismissal

The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

**Consequences for Unprofessional Conduct**

As outlined in individual contracts:

- Issuance of notice of unsatisfactory act to remain in personnel file
- One day suspension without pay
- Five day suspension without pay
- Dismissal

**Credential Monitoring**

All teachers will be highly-qualified as defined by No Child Left Behind. Appropriate records of credentials held by EPAF teachers and supporting documentation will be monitored and maintained by the EPAF Office. Credentials will be monitored annually by the EPAF Principal in compliance with state and federal law.
Element 12 – Attendance Alternatives

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 or guardians of each pupil enrolled in the charter school shall be informed by telephone, in person, or via mail that the pupil has no right to admission in a non-charter district school (or program within a district school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the district.
Element 13 – Employee Rights

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)

Sick or vacation leave or years of service credit at the District or any other school district will not 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.

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.
Element 14 – Dispute Resolution

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 other- wise 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: Executive Prep Academy of Finance C/O School Director location to be determined

To Director of Charter Schools: Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th 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 15 – Employer Status and Collective Bargaining

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the 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 Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). The Charter School shall comply with the EERA.

As such, EPAF will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the Los Angeles Unified School District for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an at-will basis.

In the event of the school closing, employees of EPAF will no longer be employees of EPAF; however, they will be eligible for consideration for employment at other schools in the Los Angeles area.
Element 16 – Procedures to be Used if the Charter School Closes

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 (5CCR), 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. The Charter School shall provide a copy of this correspondence to the CDE.

4. The special education local plan area in which the 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 CSD.

5. The retirement systems in which the 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. The 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. The 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 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 CSD a copy of student attendance records, teacher gradebooks, 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 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 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 school and student transfers.

The Charter School Board shall adopt a plan for wind-up of the 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 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 the 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*

Proposed Charter School Location: The address of the charter school is not yet secured. EPAF is searching for a facility located in the target area of Educational Service Center South. Names of District school sites near proposed location: District school sites near the Executive Prep Academy proposed site are: Thomas Jefferson Senior High School, Manual Arts Senior High School, Bright Star Secondary Charter Academy, and Student Empowerment Academy. Proposed Charter School to be located within the boundaries of LAUSD: Executive Prep Academy of Finance will be located within the boundaries of LAUSD.

**District-Owned Facilities:** If the 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, the 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 the Charter School will occupy and use any LAUSD facilities, the Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

The 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 the Charter School from conducting its educational programs. If the Charter School will share the use of LAUSD facilities with other LAUSD user groups, the 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. The 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 the Charter School.

Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to the Charter School for use. The 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 the 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.

- Pro Rata Share. LAUSD shall collect and the 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

- Taxes; Assessments. Generally, the Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or the Charter School’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services. In the event LAUSD agrees to allow the 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 the Charter School.

- Co-Location. If the 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 the 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.

- 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 the 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, the Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if the Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. The Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is collocating 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 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 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 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.

**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.
## ADDITIONAL INFORMATION

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