Discovery Charter Preparatory School 2
Renewal Charter Petition
July 1, 2012-June 30, 2017

12550 Van Nuys Blvd.
Pacoima, Ca 91331
(818)897-1187
(818) 897-1295 Fax

Submitted to:
Los Angeles Unified School District
Innovation and Charter Schools Division
333 South Beaudry Avenue
25th Floor
Los Angeles, CA 90017
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Name of Organization Applying for Charter:
Discovery Charter Preparatory School 2 (Discovery Prep or DP)

Duration: July 1, 2012 – June 30, 2017

Enrollment:
Discovery Charter Preparatory School 2 has reached its capacity of 350 students. It will maintain that level of enrollment from 2011-2012 through 2016-2017. Projected grade level enrollment is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2012-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
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</tbody>
</table>

Location Address and Phone Number:
Discovery Charter Preparatory School 2 is located in the East San Fernando Valley at 12550 Van Nuys Blvd. Pacoima, CA 91331. The phone number of Discovery Charter Preparatory School 2 is (818) 897-1187.

Facility Status:
Renting Space from First United Methodist Church of Pacoima

Target Neighborhood:
Northeast San Fernando Valley

Does the Location meet Board Policy?
Yes, the school location meets board policy regarding overcrowding and low API scores.

Board of Directors
Claudia Flores, President
Lori Brogin, Vice President
Jas Dhillon, Treasurer
Julian Almaraz, Secretary
Jim Strickland, Member

In accordance with the requirements of California Government Code section 1090, no board member is an employee of Discovery Prep.
Description of Vision/Mission
The mission of Discovery Charter Preparatory School is to provide our students with the necessary skills and support so that every student is prepared to attend college upon graduation from high school. We envision a safe and nurturing learning environment where instruction is rigorous and meaningful. We are dedicated to closing the achievement gap for our students by providing them with supportive, individualized attention and high expectations for academic success.

School Funding
The school will rely primarily on state funding. School did not apply for Proposition 39.

Top Leaders
Claudia Flores, President
Jas Dhillon, Treasurer
Dr. Karen Smith, Principal
Kristi Murakami, Assistant Principal
Arie Noorlander, Assistant Principal

Has Discovery Charter Preparatory School 2 applied to any other Jurisdiction for Approval?
No

Are there any sister schools?
No

What innovated elements of our charter could be considered “best practices” and replicated by other schools?

Advisory: Forty-minute advisory period four days a week to ensure all aspects of each student’s college preparation are being met and to help students identify and overcome barriers to their success in academic pursuits.

A-G Graduation Requirements: Discovery Prep 2’s graduation requirements fulfill the California State University and University of California’s A-G subject requirements.

Internal Assessment: Discovery Prep 2 creates standards based assessments that each core subject teacher implements at least quarterly.

Data-Driven Decision Making: Discovery Prep 2 is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program.

Research Based Practices: Discovery Prep 2 employs consultants to expand our staff’s knowledge of research-based strategies through professional development.

School/Family/Community Collaboration: Discovery Prep 2 acts as a clearinghouse of resources to support our families and facilitate a positive home and school relationship.

Strong Learning Community: Teachers work in teams to help design curricula to build study skills, test readiness, and more. Standards are high, and the school develops remediation plans for students who are struggling, are English language learners, and/or students with disabilities.

College Going Culture: Discovery Prep 2 is committed to breaking the cycle of poor educational outcomes for its under-served population.
Self Reflection

Discovery Prep 2 is committed to self assessment and reflection at every level. We are accredited by the Western Association of Schools and Colleges and the commendations and areas of improvement that follow are from our most recent Visiting Committee Report.

Commendations Related to Progress

The tremendous pride shown by the Discovery Charter Preparatory School staff is a testament to their commitment to learning. The leadership team and staff are committed to raising academic standards to accomplish that goal. Both the leadership team and the staff are committed to continue to develop and implement a formal structure for the dissemination and analysis of data to drive instruction.

Discovery Charter Preparatory School’s school-wide action plan incorporates important issues and relates them to the concepts of the Focus on Learning criteria. It was evident to the Visiting Committee that a commitment exists by the staff to monitor the progress of their action plans and make adjustments if and when needed.

Areas Identified for Continual School-wide Improvement

○ Develop a comprehensive, multi-year plan for staff development that focuses on needs revealed through a deep examination of individual and school-wide data. (Action plan goal #1)
○ DP has made significant progress in increasing the rigor of its academic programs. It is recommended that the school develop and implement a multi-year plan for adding specific Honors and AP courses into the mainstream curriculum, particularly in the areas of Mathematics and Science. (Action plan goal #2)
○ To further increase the rigor at DP, expand elective offerings for students, as possible. (Action plan goal #2)

Innovative Program Elements and Achievements

Discovery Prep 2 maintains a focus on its innovative program elements and as a result of this has made much progress in these areas.

Advisory: Discovery Prep 2 conducts a forty-minute advisory period four days a week to ensure all aspects of each student’s college preparation are being met and to help students identify and overcome barriers to their success in academic pursuits. Students are assigned an Advisor and a cohort that they will stay with for their four years at Discovery Prep that provides increased support and a sense of belonging.

Accomplishments
· 100% of students are assigned an advisor, with a maximum 24 to 1 student-advisor ratio.

A-G Graduation Requirements: Discovery Prep 2’s graduation requirements fulfill the California State University and University of California’s A-G subject requirements. This ensures that every student who attends Discovery Prep is on a college-bound track.

Accomplishments
· 100% of students who graduate from Discovery Prep 2 meet the UC/CSU “a-g” requirements.
**Internal Assessment:** Discovery Prep 2 utilizes the Data Director system to create standards-based assessments that each core subject teacher implements at least quarterly. These assessments are designed to indicate how well students are progressing towards mastery of state standards and which standards require additional remediation.

Accomplishments
- 100% of core teachers implement quarterly standards-based assessments.
- Teachers use this data to make instructional decisions.

**Data-Driven Decision Making:** Discovery Prep 2 is committed to reflective practice and gathering, analyzing, and synthesizing data in order to guide our instructional program. In preparation for the next year, the Discovery Prep 2 Administration convenes the teacher leadership team to aid in gathering, analyzing, and synthesizing data. The most recent CST, CAHSEE, SAT, AP, and CELDT data is reviewed using our review process that begins with analysis of individual and content area data by department. This department review includes providing recommendations for the upcoming year based on the demonstrated weaknesses presented in the data. Next, the teacher leadership team analyzes the school-wide data to make recommendations for programming and interdisciplinary actions for the upcoming year. Throughout the year, teachers base their planning, pacing, and assessment on the data-driven recommendations from their departments and the ongoing data provided by internal assessments.

Accomplishments
- Data is reviewed at every level; including teacher, department, grade, and school wide.
- Discovery Prep 2 contracts with a psychometrician to analyze and synthesize data.

**Research Based Practices:** Discovery Prep 2 employs consultants with experience training teachers to expand our staff’s knowledge of research based strategies. Every teacher attends summer orientation/professional development as well as monthly professional development workshops designed to meet the needs of our teachers. Topics include: strategies for differentiation of instruction, motivating/engaging all learners, and implementing technology into lesson planning. Teachers also receive ongoing mentoring and coaching based on research based practices.

Accomplishments
- 100% of teachers participated in teacher orientation/professional development in the Summer.
- 100% of teachers attend at least monthly professional development workshops.
- Standards-based instruction is evident in all classrooms. Documentation of standards-based lesson planning is found in teacher skill binders.
- 100% of teachers have skill binders with standards-based lesson/unit plans and aligned assessments.

**School/Family/Community Collaboration:** Discovery Prep 2 acts as a clearinghouse of resources to support our families. Our Parent Advisory Council and monthly parent meetings allow our parents to be actively involved in their child’s education. Discovery Prep brings several community agencies and non-profits on-site to provide tutoring, family and teen counseling, parenting classes, college/financial aid workshops, and extra-curricular activities.
Accomplishments
- All parents meet at least monthly to discuss important school related or college related issues.
- Parent and student surveys are used to examine their needs and satisfaction with the school in order to improve policies and practices.
- Community relationships with YouthSpeak Collective, Junior Achievement, City Hearts, Richard Alarcon’s Young Senators, Upward Bound, Pacoima Community Center, Friends of the Family, El Nido, California State University Los Angeles, California State University Northridge, Woodbury University and Tree People.

**Strong Learning Community:** Discovery Prep’s small school size allows faculty and staff to know each and every student. The majority of students will be the first generation in their families to graduate from high school and attend post-secondary education. The teachers have small class sizes and are able to form strong academic and personal connections with students. They work in teams to help design curricula to build study skills, test readiness, and more. Standards are high, and the school develops remediation plans for students who struggle academically or emotionally, are English language learners, and/or students with disabilities.

Accomplishments
- Students participate and take ownership of the Discovery Prep learning community, as evidenced by our 95% in seat attendance rate.
- Teachers collaborate at least weekly to design instruction to meet student needs.

**College Going Culture:** Discovery Prep is committed to breaking the cycle of poor educational outcomes for its under-served population. The school is committed to helping all students consider some form of post-secondary education. With our A-G academic focus, making sure all students make up Ds and Fs, advisement, mentoring, after-school programming, college readiness and knowledge building, Discovery Prep helps its students apply to and attend college. The school works with its students and families to help them understand financial aid and scholarships.

Accomplishments
- 70% of students apply to at least 1 university.
- 100% of students who graduate on-stage take at least one college entrance exam.
- Counselors hold 6 college application workshops to provide students with individual assistance in filling out college applications.
- Counselors hold at least 1 financial aid workshop to provide students with assistance in applying for various forms of financial aid.
- 54% of seniors in the last 5 graduating classes were accepted to 4-year universities.

**Student Achievement Data**

Discovery Prep has been improving steadily for the last two years. In the 2007-08 School Year, DP’s API growth was anemic, and it revealed many difficulties and challenges. Even the Western Association of Schools and Colleges (WASC) visitors were not satisfied with the school, intending to visit every single year until the school showed substantial progress.

However, in 2008-09 DP’s teachers and administrators started to develop and implement a more rigorous curriculum and began training teachers with relevant professional developments. DP also began creating a college-bound school atmosphere and building a parent and school network, truly focusing on student performance. Students were given more AP classes, after-
school tutoring programs, and double blocks of English and math classes for low-performing students. Yet, the 2008-09 results were not encouraging. The API score improved only two points. The students, teachers, and administrators, and parents did not give up. They all believed if they worked diligently and tenaciously, their desired results could be achieved.

In the 2009-10 and in the 2010-11 school years, their hard work has grown into a reality. In 2009-10, DP’s API score went up from 606 to 667, and in 2010-11 the API went up again from 667 to 726. It has gone up a total of 120 points in the last two years. Meanwhile, from being one of the bottom performers among comparison high schools, DP leaped into the top three which include North Hollywood HS and Van Nuys HS, both of which have highly gifted magnet schools. DP outscores Polyttechnic HS, which has shown incredible API growth in the last few years.

At the same time, DP’s API scores in all subgroups have improved remarkably. English learners improved 78 points, socioeconomically disadvantaged students improved 120 points, and Hispanic or Latino students improved 122 points from 2008-09 to 2010-11. DP’s socioeconomically disadvantaged ranked in the top three, just one point behind Polyttechnic HS, among all comparison high schools. However, Hispanic & Latino and English learners subgroups ranked the highest among all comparison high schools which is clear evidence of DP improvement. Furthermore, DP has met all the three AYP criteria while no other school has been able to do this.

DP also shows significant CAHSEE growth in ELA and math. From 2008-09 to 2010-11, the ELA passing rate jumped from 52% to 86% (34% improvement), and the math passing rate jumped from 53% to 80% (27% improvement). DCPS outperformed LAUSD by 11% in ELA and by 5% in math. Compared to the comparison high school median passing rate, DP exceeded it by 5% in ELA and scored only 1% below it in math. The socioeconomically disadvantaged subgroup performed well, scoring 6% higher and only 2% below comparison schools. The English learners subgroup improvement was also clearly noticeable. The English learners outscored by 37% in English and by 4% in math against the comparison high schools median, which indicates that DP’s strategic instructional plans are sound.

DP has steadily improved in CST, too. Its percentage of proficient and advanced (Pro & Adv) in ELA has increased from 25% to 38% (13% improvement) and in math has grown from 6% to 16% (10% improvement) over the last two years. In the same period, DP’s low performing students in far below basic (FBB) and below basic (BB) has declined from 37% to 22% (15% improvement) in ELA and from 79% to 54% (25% improvement) in math. Compared to the comparison high school median, DP tied the percentage of Pro & Adv in ELA, and performed 4% better than the percentage of FBB & BB. In math, DP scored 1% below the comparison high school median; however, it performed 2% better in the percentage of FBB & BB.

The remarkable results in API, AYP, CAHSEE passing rates, and CST are clear evidence of DP’s steady progress. Last year, WASC showed their approval of DP’s progress. For the first time in four years, WASC visitors praised DP and gave the school a two year accreditation. This year, all staff at DP continues to work diligently. They have kept all the strengths which helped the school and the students. At the same time, they analyzed their low performing areas, using data from attendance, grades, CAHSEE, and CST results and implemented data-based instruction. DP also added more after-school and one to one intervention programs for low performing ELA and math students to bring these students to higher levels of achievement.
1. API: Discovery Charter Prep API Growth

<table>
<thead>
<tr>
<th>API Scores</th>
<th>School wide</th>
<th>All Student Groups</th>
<th>All Targets</th>
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</thead>
<tbody>
<tr>
<td><strong>Growth</strong></td>
<td>2009</td>
<td>606</td>
<td>No</td>
</tr>
<tr>
<td>Base</td>
<td>2009</td>
<td>605</td>
<td></td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>2010</td>
<td>667</td>
<td>Yes</td>
</tr>
<tr>
<td>Base</td>
<td>2010</td>
<td>666</td>
<td></td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>2011</td>
<td>726</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: CDE

Since 2008-09, Discovery Prep has improved API scores tremendously. In the 2008-09 School Year, DP's API score was 606; in the 2010-11 School Year, DP's API score is 726. DP has gained 120 points over the last two years, and it shows 20% API Growth since 2008-09. Also, DP met growth targets for all three areas in the last two years school-wide, for student groups, and for all targets, which indicates that DP has been improving steadily school-wide and not leaving any subgroups behind.
2. API Comparison: Discovery Prep vs. LAUSD vs. State

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Prep (9th-11th)</td>
<td>606</td>
<td>667</td>
<td>726</td>
</tr>
<tr>
<td>LAUSD (all grades)</td>
<td>694</td>
<td>709</td>
<td>728</td>
</tr>
<tr>
<td>State (all grades)</td>
<td>755</td>
<td>767</td>
<td>778</td>
</tr>
<tr>
<td>State (9th-11th)</td>
<td>713</td>
<td>729</td>
<td>742</td>
</tr>
</tbody>
</table>

API, 2009-2011

In 2008-09 Discovery Prep's API scores had a wide gap compared to LAUSD and the state for all grades. It was 88 points below LAUSD and 107 points below the state. However, in 2010-11, DP's API scores reached just 2 points below LAUSD and 52 points below the state for all grades. However, it was just 16 points below the state for 9th-11th.

Source: CDE
From 2008-09 to 2010-11 Discovery Prep's API scores clearly indicate that all subgroups are improving steadily. Although EL students need more intervention programs, Hispanic or Latino and socioeconomically disadvantaged groups have improved remarkably. EL students' API scores went up 78 points, socioeconomically disadvantaged students 120, and Hispanic students 122 points from 2008-09 to 2010-11.
4. API Comparison: Discovery Prep vs. LAUSD vs. State:
Hispanic or Latino Subgroup

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Prep (9th-11th)</td>
<td>602</td>
<td>666</td>
<td>724</td>
</tr>
<tr>
<td>LAUSD (all grades)</td>
<td>671</td>
<td>686</td>
<td>707</td>
</tr>
<tr>
<td>State (all grades)</td>
<td>698</td>
<td>715</td>
<td>729</td>
</tr>
<tr>
<td>State (9th-11th)</td>
<td>651</td>
<td>672</td>
<td>688</td>
</tr>
</tbody>
</table>

Source: CDE

In 2008-09 Discovery Prep's Hispanic or Latino subgroup API score was 69 points below LAUSD and 96 points below the state. However, in the 2010-11 school year, Discovery Prep's Hispanic or Latino students exceeded LAUSD by 17 points and was just 5 points below the state. If we compare just 9th-11th grader API scores, (since DP is a senior high school), DP's API scores exceeded the state by 36 points for the last two years, DP's Hispanic or Latino subgroup improved by more than 20%.
5. API Comparison: Discovery Prep vs. LAUSD vs. State: Socioeconomically Disadvantaged Subgroup

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
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<tr>
<td>Discovery Prep (9th-11th)</td>
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<td>LAUSD (all grades)</td>
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<td>State (all grades)</td>
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<td>726</td>
</tr>
<tr>
<td>State (9th-11th)</td>
<td>648</td>
<td>668</td>
<td>684</td>
</tr>
</tbody>
</table>

Source: CDE

In 2008-09 the socioeconomically disadvantaged subgroup in Discovery Prep's API score was 71 points below LAUSD and 91 points below the state. However, in the 2010-11 school year, Discovery Prep's Hispanic or Latino students exceeded LAUSD by 14 points and was just 2 points below the state. At the same time, it overtook the state (9th-11th) by 41 points. The socioeconomically disadvantaged subgroup improved its 2008-09 score by over 20%.
The English learners subgroup also has been improving tremendously at Discovery Prep. In 2008-09, EL students performed 36 points below LAUSD and 79 points below the state. However, in the 2010-11 school year, Discovery Prep's English learners performed 12 points better than LAUSD and just 30 points below the state. However, DP English learners performed 36 points better than English learners in the state (9th-11th).
7. API Comparison: Discovery Prep vs. LD 2 Comparison High Schools

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>LD 2 Comparison HS Median</td>
<td>651</td>
<td>669</td>
<td>709</td>
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<tr>
<td>Discovery Prep HS</td>
<td>606</td>
<td>667</td>
<td>726</td>
</tr>
<tr>
<td>Grant HS</td>
<td>652</td>
<td>671</td>
<td>694</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>655</td>
<td>667</td>
<td>659</td>
</tr>
<tr>
<td>North Hollywood HS</td>
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<td>716</td>
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<tr>
<td>Polytechnic HS</td>
<td>649</td>
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<td>723</td>
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<td>San Fernando HS</td>
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<td>642</td>
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<td>Sylmar HS</td>
<td>622</td>
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</tr>
<tr>
<td>Van Nuys HS</td>
<td>728</td>
<td>716</td>
<td>744</td>
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</tbody>
</table>

Source: CDE

In 2008-09, Discovery Prep's API score was 606 and ranked in the bottom two among comparison high schools. DP's API ranked in the top five in 2009-10. In the 2010-11 School Year, DP ranked in the top three, competing with North Hollywood HS, which has highly gifted magnet schools, and Van Nuys HS which also has a magnet school, and DP beat Polytechnic HS which has been showing strong API growth in the last few years. Also, DP's API score was 17 points above comparison high schools' median API scores.
8. API Comparison: Discovery Prep vs. Comparison High Schools: Hispanic or Latino Subgroup

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<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
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<tr>
<td>Comparison HS Median</td>
<td>633</td>
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<td>668</td>
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<tr>
<td><strong>Discovery Prep HS</strong></td>
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<td><strong>724</strong></td>
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<tr>
<td>Grant HS</td>
<td>628</td>
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</tr>
<tr>
<td>Monroe HS</td>
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<td>Van Nuys HS</td>
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<td>632</td>
<td>663</td>
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</table>

Source: CDE

In 2008-09, Discovery Prep's API score in the Hispanic or Latino subgroup was 602 and ranked in the bottom two among comparison high schools. DP's API score ranked in the top three in 2009-10. In the 2010-11 School Year, DP ranked highest in Hispanic subgroups among all comparison high schools. DP handsomely beat Grant HS and Polytechnic HS which has been showing strong API growth in the last few years. Also, DP's API score was 46 points above comparison high schools' median API score among the Hispanic or Latino subgroup.
9. API Comparison: Discovery Prep vs. Comparison High Schools:
Socioeconomically Disadvantaged Subgroup

<table>
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<th>2008-09</th>
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<tr>
<td>LD 2 Comparison HS Median</td>
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<td><strong>Discovery Prep HS</strong></td>
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<td>Van Nuys HS</td>
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Source: CDE

In 2008-09, Discovery Prep's API score in the socioeconomically disadvantaged subgroup was 602 and ranked in the bottom two among comparison high schools. In the 2010-11 School Year, DP was 8 points below North Hollywood HS and 1 point below Polytechnic HS. DP handsomely beat Van Nuys HS and was 19 points above comparison school's median API score among the socioeconomically disadvantaged subgroup, which indicates that DP’s strategic instructional plans are sound.
10. API Comparison: Discovery Prep vs. Comparison High Schools: English Learners Subgroup

<table>
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<td>597</td>
<td>617</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>599</td>
<td>602</td>
<td>591</td>
</tr>
<tr>
<td>North Hollywood HS</td>
<td>614</td>
<td>602</td>
<td>641</td>
</tr>
<tr>
<td>Polytechnic HS</td>
<td>577</td>
<td>628</td>
<td>662</td>
</tr>
<tr>
<td>San Fernando HS</td>
<td>547</td>
<td>597</td>
<td>605</td>
</tr>
<tr>
<td>Sylmar HS</td>
<td>578</td>
<td>584</td>
<td>621</td>
</tr>
<tr>
<td>Van Nuys HS</td>
<td>610</td>
<td>574</td>
<td>598</td>
</tr>
</tbody>
</table>

Source: CDE

Throughout California, the English learners subgroup has been underperforming compared to other subgroups. Discovery Prep and all comparison high schools are no exceptions. The English learners in all these schools trail behind other groups. However, at Discovery Prep, the English learner subgroup has shown much greater improvement over the last three years than the comparison high schools' median. In the 2010-11 school year, DP outscored the lowest ranked comparison high school by 85 points, and in the last two years, DP's English learners scored highest among all comparison high schools.
Among the AYP criteria, only one school, Discovery Prep, has met all three criteria for the 2010-11 School Year. No other comparison high school has been able to meet all three criteria.
14. CAHSEE: Discovery Prep's % of Passing CAHSEE Results (Grade 10)

<table>
<thead>
<tr>
<th></th>
<th>% Passed CAHSEE ELA</th>
<th>% Passed CAHSEE Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Prep HS</td>
<td>52</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: CDE

Discovery Prep has shown significant CAHSEE passing rate improvement both in English Language Arts and in math. From 2008-09 to 2010-11, DP students’ passing rates jumped from 52% to 86% (34% improvement) in ELA and from 53% to 80% (27% improvement) in math.

15. CAHSEE: Discovery Prep vs. LAUSD vs. State (Grade 10)

<table>
<thead>
<tr>
<th></th>
<th>% Passed CAHSEE ELA</th>
<th>% Passed CAHSEE Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Prep HS</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>LAUSD</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>State</td>
<td>80</td>
<td>81</td>
</tr>
</tbody>
</table>
Discovery Prep students' CAHSEE passing rates in English Language Arts and math show that DP outperforms LAUSD and the state for the 2010-11 School Year. In ELA, DP performed 4% above the state and 11% above LAUSD. In math, DP was 3% below the state, but 5% above LAUSD.

### 16. CAHSEE: Discovery Prep vs. Comparison High Schools

<table>
<thead>
<tr>
<th></th>
<th>% Passed CAHSEE ELA</th>
<th>% Passed CAHSEE Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison HS Median</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td><strong>Discovery Prep HS</strong></td>
<td><strong>52</strong></td>
<td><strong>72</strong></td>
</tr>
<tr>
<td>Grant HS</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>North Hollywood HS</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>Polytechnic HS</td>
<td>81</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: CDE
In the 2010-11 School Year, Discovery Charter Prep ranked in the top three % in passing CAHSEE ELA and exceeded by 5% comparison high schools' median. In CAHSEE math, DP ranked in the top five and was just 1% below comparison high schools' median.

17. CAHSEE Comparison: Discovery Prep vs. Comparison High Schools:
Socioeconomically Disadvantaged Subgroup

<table>
<thead>
<tr>
<th></th>
<th>% Passed CAHSEE ELA</th>
<th>% Passed CAHSEE Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison HS Median</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td><strong>Discovery Prep HS</strong></td>
<td><strong>52</strong></td>
<td><strong>72</strong></td>
</tr>
<tr>
<td>Grant HS</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>North Hollywood HS</td>
<td>82</td>
<td>84</td>
</tr>
</tbody>
</table>
In the 2010-11 School Year, Discovery Prep's socioeconomically disadvantaged subgroup ranked second in passing CAHSEE ELA and scored 6% above comparison high schools. In math DP's socioeconomically disadvantaged subgroup scored only 2% below comparison high schools' median.

### 18. CAHSEE: Discovery Prep vs. Comparison High Schools: English Learners

<table>
<thead>
<tr>
<th></th>
<th>% Passed CAHSEE ELA</th>
<th>% Passed CAHSEE Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison HS Median</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>Discovery Prep HS</td>
<td><strong>20</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td>Grant HS</td>
<td>29</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: CDE
In the 2010-11 School Year, Discovery Prep ranked highest in passing CAHSEE ELA and ranked second in passing CAHSEE math among comparison high schools in the English learners subgroup. DP's English learners outscored the comparison high schools' median by 37% in English and 4% in math.

19. CST: Discovery Prep CST Results, 2009-2011

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>PRO &amp; ADV</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>BB &amp; FBB</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td>Math</td>
<td>PRO &amp; ADV</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>BB &amp; FBB</td>
<td>79</td>
<td>61</td>
</tr>
</tbody>
</table>
Since the 2008-09 School Year, Discovery Charter Prep students' English Language Arts and Math CST results have been improving steadily. DCPS students' PRO & ADV score in ELA has improved by 13% from 2008-09 to 2010-11. FBB & BB score has declined by 15% during the same period. DCPS students' PRO & ADV score in math has improved by 10% from 2008-09 to 2010-11 and FBB & BB score has declined by 25% during the same period.

**20. CST ELA Comparison: Discovery Prep vs. Comparison Schools**

<table>
<thead>
<tr>
<th></th>
<th>% Proficient and Advanced in CST ELA</th>
<th>% Below Basic and Far Below Basic in CST ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
</tr>
<tr>
<td>Comparison School Median</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td><strong>Discovery Prep HS</strong></td>
<td>25</td>
<td><strong>38</strong></td>
</tr>
<tr>
<td>Grant HS</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>Monroe HS</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>North Hollywood HS</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>Polytechnic HS</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>San Fernando HS</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Sylmar HS</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Van Nuys HS</td>
<td>46</td>
<td>48</td>
</tr>
</tbody>
</table>
2010-11 CST in English Language Arts PRO & ADV students show that Discovery Prep equaled the median among comparison high schools, and DP has the second lowest percentage (22%) after North Hollywood HS (19%) in FBB and BB, a reduction of 15% in FBB & BB students over the last two years.

### 21. CST Math Comparison: Discovery Prep vs. Comparison Schools

<table>
<thead>
<tr>
<th>Comparison School Median</th>
<th>Discovery Prep HS</th>
<th>Grant HS</th>
<th>Monroe HS</th>
<th>North Hollywood HS</th>
<th>Politechnic HS</th>
<th>San Fernando HS</th>
<th>Sylmar HS</th>
<th>Van Nuys HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficient and Advanced in CST Math</td>
<td>% Below Basic and Far Below Basic in CST Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison School Median</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>71</td>
<td>61</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Prep HS</td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
<td><strong>16</strong></td>
<td><strong>79</strong></td>
<td><strong>61</strong></td>
<td><strong>54</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant HS</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>74</td>
<td>69</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monroe HS</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>61</td>
<td>61</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Hollywood HS</td>
<td>17</td>
<td>17</td>
<td>26</td>
<td>60</td>
<td>61</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politechnic HS</td>
<td>11</td>
<td>19</td>
<td>27</td>
<td>69</td>
<td>58</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Fernando HS</td>
<td>9</td>
<td>10</td>
<td>15</td>
<td>75</td>
<td>70</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sylmar HS</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>78</td>
<td>75</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van Nuys HS</td>
<td>27</td>
<td>26</td>
<td>31</td>
<td>49</td>
<td>52</td>
<td>46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CDE
2010-11 CST math PRO & ADV students show that Discovery Prep scored only 1 point below the median of comparison high schools; however, DP's percentage of PRO & ADV students has gone up from 6% to 16% from 2009 to 2011! During the same period, percentage of FBB & BB students has been reduced from 79% to 54%.

### Attendance
- Discovery Prep had an average attendance rate of 94% for 2009-2010 and 95% for the 2010-2011 school-year.

### ELL Redesignation
- Discovery Prep redesignated 9.3% of ELL students last year and an average of 18.6% of students over the last 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Redesignation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>20%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>33%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>43%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>45%</td>
</tr>
</tbody>
</table>
Facility Improvements

Discovery Prep underwent a huge renovation to bring its aging facility into ADA compliance. The project included not only a total remodel of the four restrooms, but the removal and replacement of the antiquated Administrative building, a retrofit of the three modular buildings’ piering systems, ramps, staircases and landings, and the widening of the apron at the only entrance/exit to the school property. The addition of a server room, several new parking spaces, and some much needed asphalt work completed the job. Since then, the room divider installed in the Social Hall, allowed for an additional classroom, maximizing space usage.

Discovery Prep received a Furniture & Equipment Grant from LAUSD. With the $315,000 award, furniture was purchased for seven classrooms, the chemistry lab, and the new Administrative building. Other purchases included 80 laptops, 4 rolling carts, 12 Smartboards, 12 Elmos, and several digital cameras.

Governance

Discovery Prep’s governance structure is stable and strong. The board is actively involved in providing support, management and oversight to the school.
Affirmations and Assurances

Discovery Charter Preparatory School 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, 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. EC47605(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.
- Neither 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.
Element 1: Description of Educational Program

Throughout the charter petition the term Discovery Prep signifies Discovery Charter Preparatory School.

The address of the Charter School is 12550 Van Nuys Blvd, Pacoima, 91331.
The phone number of the Charter School is 818 897 1187.
The contact person for the Charter School is Dr. Karen Smith.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is 9-12.
The number of students in the first year of the charter term will be 350.
The grade level(s) of the students the first year of the charter term will be 9-12.
The scheduled opening date of the Charter School is July 1, 2012 for the new charter term.

The admission requirements include: available space

The operational capacity will be 350.
The instructional calendar will be: August-June
The bell schedule for the Charter School will be: 8:00-3:15 p.m.
If space is available, traveling students will have the option to attend.

Target Population

Discovery Prep maintains an enrollment of approximately 350 students in grades 9-12. The specific educational interest of the students is meeting the requirements of a college preparatory curriculum and enrolling in two or four year colleges. Discovery Prep’s student body is currently approximately: 97% Hispanic, 1.4% African American, 1.4% Filipino and less than 0.5% Other. Students who attend Discovery Prep generally would have otherwise attended San Fernando Senior High School, John Francis Polytechnic High School, or Sylmar Senior High School. Last year, 95% of Discovery Prep students were from low-income families that were eligible for free and reduced lunch. 31% of Discovery Prep students were designated as English language learners. The challenge of working with students from this typically underperforming area is to build their skill base and increase their confidence so that they may achieve grade level competency and be prepared for college.

Demographics

| LAUSD SCHOOLS | # of Students | Multi-Track School | Program Improvement | Met Schoolwide Growth Target | Met all Subgroup Growth Targets? | API Score | API State Ranking | Similar Schools Rank | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 |
|---------------|---------------|--------------------|---------------------|-----------------------------|----------------------------------|----------|-----------------|---------------------|------------------------------------------|--------------------------|----------------|-----------------|----------------|----------------|----------------|
| San Fernando  | 3212          | No                 | Yes                 | Yes                         | No                               | 657      | 2               | 4                   | 56%                                                     | 11.4%                    | 12%           | Hispanic 97%    | African American 1.2% | White 0.6% |
| Sylmar        | 8161          | No                 | Yes                 | Yes                         | 670                              | 2        | 2               | 60%                 | 9.6%                                                     | 25%                      | 28%           | Hispanic 95%    | African American 2% | White 1.2% |
| Poly          | 3041          | No                 | Yes                 | Yes                         | 725                              | 3        | 8               | 83%                 | 10.9%                                                    | 28%                      | 28%           | Hispanic 90%    | Asian 2.8%     | Filipino 2.7% |


<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School</th>
<th>Program Improvement</th>
<th>Met Schoolwide Growth Target</th>
<th>Met all Sub-group Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELI Students</th>
<th>% of Major Ethnicity #1</th>
<th>% of Major Ethnicity #2</th>
<th>% of Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery</td>
<td>350</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>726</td>
<td>2</td>
<td>7</td>
<td>95%</td>
<td>7.4%</td>
<td>27%</td>
<td>Hispanic 98%</td>
<td>African American 1.1%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Mission**
The mission of Discovery Charter Preparatory School is to provide our students with the necessary skills and support so that every student is prepared to attend college upon graduation from high school.

**Vision**
We, the faculty, staff, and other stakeholders of Discovery Charter Preparatory School envision a safe and nurturing learning environment where instruction is rigorous and meaningful. We are dedicated to closing the achievement gap for our students by providing them with supportive, individualized attention and high expectations for academic success.

**ESLRs**

**Effective Communicators** who
- write and speak competently.
- utilize technology skillfully.
- articulate opinions with supporting evidence.
- exchange ideas cooperatively.

**Critical Thinkers** who
- read and write with comprehension.
- identify problems and use various strategies to reach solutions for academic challenges.
- process, synthesize, and evaluate information.

**Responsible Individuals** who
- respect themselves, other people, and property.
- contribute to their community.
- exercise personal and academic self-discipline.
- create plans, options, and opportunities for the future.

**The 21st Century Educated Person**
An educated person in the 21st Century must have a broad frame of reference in English, Science, Mathematics, and History/Social Science as well as the critical thinking skills necessary to analyze and synthesize new information. In our increasingly globalized and evolving society, the 21st Century educated person must also be technologically savvy. In order to be an active participant in the community, the educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems and resolve conflicts constructively. An educated
person must be ready to adapt to changes, explore his or her own potential and capitalize on these strengths to provide a unique contribution to society. To do so these individuals need some form of post-secondary education. Discovery Prep is committed to preparing students with the academic and social skills to transition smoothly from high school to college and work.

How Learning Best Occurs
Students learn best in a positive learning environment, where they are placed at the center of teaching and learning. They should be challenged by rigorous standards based curriculum and supported by parents, teachers, and the surrounding community. In the learning environment, students want to be engaged in the material and to be provided with appropriate scaffolding so that they may achieve the high expectations teachers have set for them. Students perform best when they are allowed to form meaningful relationships with teachers and staff and learn in a setting where they know that they are part of a team that truly believes that they can achieve. Students thrive under individual attention, where teachers and staff members tailor instruction to their level and pace of learning.

Students achievement is maximized when they are provided with individualized and differentiated instruction that ensures a student’s readiness level, interests and preferred mode of learning are taken into advisement. Our students come to school with different sets of needs and varying skill development so this requires that we proactively plan a variety of instruction methods to facilitate effective learning experiences.


Program Goals
Students will become self-motivated, competent, lifelong learners by completing the Discovery Charter Preparatory School curriculum. Through a curriculum and school atmosphere dedicated to college preparation, as well as a rigorous college counseling and advisory program geared towards motivating and giving students the tools to be accepted to four-year colleges, students will see the importance and the benefits of going to college and becoming educated citizens in the 21st Century.

How Students Will Become Self Motivated: Individual Attention

- Discovery Prep will enable students to become motivated by providing a small learning community and small classes. In addition, teachers will give each student personal attention via the advisory system in place at Discovery Prep. Each student has a teacher-advisor who monitors their progress on an individual basis throughout the year. Discovery Prep recognizes student achievement by holding semester assemblies for honor roll and rewarding students who achieve proficiency with recognition dinners and other privileges. Additionally, through “data chats” where students discuss their proficiency levels with their advisors and planning conferences where students meet with counselors/advisors to discuss post high school goals, students become motivated by their short term and long term goals. Students who feel their school cares about them will succeed at a much higher rate than students who are just one of a multitude given little personal attention. Personal attention has been shown to increase student motivation. With personal attention, teachers and staff have the ability to tailor curriculum and identify and address barriers to student success.

How Students Will Become Competent: Core Classes
Teachers and staff at Discovery Prep provide a supportive environment with the individualized attention of a small school, while engaging students in challenging standards-based coursework. Education focuses on the four core disciplines of English, Science, Mathematics, and History/Social Sciences, and all students meet the A-G requirements for the University of California and California State University systems upon graduation.
• Language Arts: Students will be competent communicators when they graduate from Discovery Prep. The ELA curriculum is based on the completion of the California State standards which require the mastery of various modes of communication including writing and public speaking.

• Social Studies: Students will be competent in using their education to understand the past and how it influences the direction of societies. Students will understand how the government and world works by studying the social sciences. Students' social science education will be based on the mastery of the California State Standards for Social Science.

• Mathematics: Students will develop their abilities to reason logically, understand, and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the Discovery Prep staff and governing board deem appropriate. Students' math education will be based on the California State Content Standards.

• Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences. Each of the science courses and/or disciplines will be taught using the California State Standards.

• World Languages: Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, associated with the second language. All language classes will be grounded in the California frameworks.

• Other Competencies: Technology - Students will gain proficiency in the skills needed in a technological world. Students will be given hands-on experience at mastering basic computer skills as the use of computers is incorporated into their classes.

How Students Will Become Life-Long Learners: Home/School/Community Collaboration, Advisory

• Discovery Prep encourages active parent involvement and promotes a collaborative home-school relationship. Parent communication with the school is a vital strength of the counseling program and parents are active participants in helping their children to succeed. Community agencies, in conjunction with the school, provide on-site support services, such as tutoring, family and teen counseling, parenting classes and extracurricular activities designed to motivate students. Discovery Prep is a community resource that provides students with an exemplary academic foundation and the tools to be successful college graduates, lifelong learners, and active participants in their community.

• The advisory period will give students study skills, as well as require students to research colleges and occupations. Students will make the connection between what they are learning today and the outside world. Core classes will also provide students with training in questioning and approaching what people say with a healthy skepticism, enabling students to ascertain the validity of things themselves. Teachers and advisors are constantly modeling a love for learning and a drive to consistently learn more to reach one’s individual potential.

Daily Schedule
Discovery Prep has a longer school day than traditional public schools in order to allow for more time for learning and college preparatory activities. Since all classes are designed to meet the A-G requirements, each class is designated 55 minute periods, except on Wednesdays, when they are 45 minutes. Before and after-school learning opportunities are available approximately 2 hours a day. Before and after-school time is used for intervention/remediation for struggling students, enrichment, extra-curricular activities, and community service. Advisory period is 35 minutes a day, 4 days a week, in which students meet with their assigned advisor to discuss their academic progress, problem solve any issues, receive extra help or remediation, or explore college preparation activities/topics.

The planned bell schedule for 2012-2013 is as follows. At a minimum, students attending Discovery Prep will meet the state minimum minutes of instruction set forth in Ed. Code section 47612.5.
# DISCOVERY PREP 2012-2013 BELL SCHEDULES

**Monday, Tuesday, Thursday, and Friday**

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Total: 395

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Extended Lunch for Rallies and Assemblies

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Total: 357

School Calendar
Discovery Prep 177 instructional days. The Administration will determine specific calendar dates and hours on an annual basis. The proposed school calendar for the 2012-2013 school year is as follows:

Discovery Charter Preparatory School - July 2012 - June 2013

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4 - Independence Day
1 - New Year's Day
7-Semester II & Unit 5
16-Parent Meeting
21 - Martin Luther King Day
### August 2012

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**13-14 Staff Development** 15-Pupil Free Day 16-First Day of Instruction 17-Start of Unit 1 22-Parent Meeting

### February 2013

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6-Start of Unit 6 5-6 CAHSEE 12th 13-Parent Meeting 18 - President's Day

### September 2012

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3 - Labor Day 12-Back to School Night 12-Start of Unit 2

### March 2013

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11-Start of Unit 7 12-13 CAHSEE 10th & 12th 13-Open House 25-29 Spring Break 31 - Easter

### October 2012

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2-3 CAHSEE 12th 8 - Columbus Day 10-Parent Meeting 15-Start of Unit 3 22-Midterm Report Mailed

### April 2013

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1 – Cesar Chavez Day Observed 10-Parent Meeting 23-26 STAR Testing 25-Grad Night 27-Prom 29 Start of Unit 8

### November 2012

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6-7 CAHSEE 11th & 12th 9 - Veterans' Day Observed 14-Parent Meeting 21 -23 Thanksgiving Day 12-Start of Unit 4

### May 2013

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7-8 CAHSEE 11th & 12th 8-Parent Meeting 27 - Memorial Day 29-31 Semester II Finals
A Typical Day

When “Victor” walks behind the church on Van Nuys Boulevard, into Discovery Charter Preparatory School, he walks into a very warm and special place. Friends will greet him as he passes the office bungalow. Certainly, any passing teachers or administrators will offer a grin. As he enters the long, outside corridor between DP’s two main buildings, he’ll encounter an area bustling with social activity and tables of morning study. The preparatory mission of the school is marked clearly by large, collegiate college flags hanging outside every classroom door.

As the 7:55 bells rings, Victor will make his way to class…English class, say. If his teacher is not outside ushering students into their classrooms, Victor will receive a greeting from that teacher at the door. That teacher will remind Victor to remove his hood and spit out his gum. The “RAP” (DP’s school-wide warm-up, “review and preview”) on the board will direct Victor and twenty or so other peers how to begin class and, when the 8:00 bell rings, Victor will be sitting at his desk following the RAP’s instructions; in this case, it may be to take a lyric sheet from a basket, follow along as a song is played, and then respond to some thematic writing prompt in silence. During this time, the teacher will be taking role and handing out corrected work. Victor’s work will include a grade and constructive comments. After a few minutes, the teacher might prompt a peer exchange, launch into a discussion, or collect Victor’s writing. The class’s agenda/objective will be made clear to Victor, and he’ll experience a quick transition to…reading literature, for instance. The reading will keep him on his toes since he may, at any moment, be asked to respond to the work or to read aloud. One thing is for certain, Victor won’t be allowed to “tune out.” It is unlikely that he will want to, as he will find the time spent both dynamic and engaging. The class may end with another activity, a brief re-cap, an explanation of any homework (which Victor will also find written on the board). Once the bell rings and the teacher dismisses the class, Victor and his classmates will head on out to 2nd period.

Victor will have five minutes to get to that 2nd period. In reality, with DP’s limited space, he may only need twenty seconds, but might use the restroom, need to relay a message to a friend, or choose to head in to class early. Though DP only has a few hundred people, its corridor can be a slow-moving one during the passing periods. Still, in any given passing period, Victor knows so very many students, regardless of whether or not they are in his grade, that he’ll experience the passing with both a mutual understanding and a pleasant patience.
Victor’s 2\textsuperscript{nd} period class...Biology say, will begin with a similar dynamic as English—as will all of Victor’s classes—with the RAP. His teacher’s instructions and expectations will be clear from the get-go. Victor understands that class begins as soon as the bell rings; he expects this punctuality. Again, the class’ objectives will be made clear to Victor, and again, he will experience a smooth, distinct transition. This time, however, it may be to continue his partnered experiment and document his results while the teacher strolls about engaging students with various questions and appropriate adjustments. Victor will again experience a teacher enthused and invested in his learning. Victor will ever feel as an individual at DP. He will ever be treated with respect and consideration, and he will know clearly that those attributes will be expected of him from the teaching staff and administration.

After 2\textsuperscript{nd} period, Victor will enjoy a 10 minute break. He may wait outside the kitchen for a snack and orange juice. He may head to the garden benches at the rear of campus to cram for a French quiz. Even in this back corner of the school, Victor will find a security officer or some adult supervision. He and his pals will know that DP both insists upon their positive behavior at school and remains a safe environment for them; it’s quite clear to Victor that Discovery Prep is a sanctuary in an otherwise challenging neighborhood.

Victor’s 3\textsuperscript{rd} period foreign language class and 4\textsuperscript{th} period math class keep him ever engaged. He may take a quiz, further develop a creative group project, and perhaps re-approach yesterday’s difficult lesson from a new perspective. Victor understands what the “A-G requirements” mean; he knows that he is being guided by DP to fulfill them. Again, he’ll find his individual classes engaging and rigorous. He’ll find his teachers to be both sincere and committee to his progress.

Lunch period, as with any high school, is boisterous. At DP, the entire school shares this time. Teachers walk about, eating, helping students. Victor will again find the main corridor crowded, but he’ll appreciate the communal experience. After lining up to receive his lunch from the kitchen (chicken nuggets, green beans...), he may choose to eat at a round table, on the small field up front behind the church, or head into a classroom for some academic assistance. Most classroom doors remain open during this time, and Victor knows full well that he can visit his Humanities teacher for a deeper understanding of the subject matter.

After Victor’s 5\textsuperscript{th} and 6\textsuperscript{th} period classes, he heads to Advisory. Advisory is a very special component of any student’s day at DP. Advisory begins with twelve minutes of silent reading—not h.w. time, but a practice of reading for the mere joy of it. During SSR, Victor’s Advisor calls him up for a brief chat session in which Victor reviews his current grades and, if he does not already know, gains a clear understanding of why he may be struggling in a particular class (perhaps he has been turning in work late, perhaps he has been bombing the weekly quizzes...it is all apparent on Powergrade). Victor’s Advisor has been his Advisor since 9\textsuperscript{th} grade and will remain his Advisor until he graduates. Victor understands that his Advisor is genuinely invested in his academic success. Should Victor continue to struggle in a class or two, his Advisor might orchestrate an action plan of sorts—an agreement involving measurable, attainable goals for Victor to reach. The Advisor might mandate that Victor attend after-school tutoring for a period of time, until an ailing grade improves, or a poor school habit disappears. Once SSR ends, Victor is lead through a grade appropriate activity by his Advisor—this may involve study skills, PSAT prep, or college applications.

As the final bell ends the day, Victor places any Advisory work into his portfolio and exits the classroom. He might trek home, or head to football practice; or he might he might very well stay at school for the senior mentoring program, a play rehearsal, to use the computers in the “Power Hour” room, or attend daily after-school tutoring with Youth Speak. Again, for Victor, Discovery Charter Preparatory School serves as a haven of sorts—one which continually pushes him to raise his academic expectations and meet them; one which sees him as the individual he is and applauds him along the way.
**Instructional Framework**
Discovery Prep offers a college preparatory instructional program incorporating the following characteristics:

- **Standards Based Curriculum**
  Discovery Prep teachers use the state and common core standards for each subject area as the basic framework for instruction. Discovery Prep will implement the Common Core Standards adopted by the CDE. In the process of instructional planning, teachers with the guidance of administrators and coaches prioritize and plan how the standards will be taught over the course of the year in a pacing plan. In every classroom, the current standard and objective is posted in order to clearly communicate the expectations to students. Next, teachers decide how and when assessments will be used and communicate rubrics or criteria to students. Teachers then decide what learning opportunities students will need to learn these standards and plan instruction to ensure that each student has ample opportunities to learn. Finally, teachers will use the data from the assessment to give feedback, re-teach, or move on to the next standard.

Discovery Prep uses Data Director, a standards-based data and assessment management system that allows for a comparison of multiple sets of data. From this, staff members can identify needed interventions, know what standards need to be re-taught, and enhance curriculum development. Data Director allows teachers/administrators to: access all students’ CST scores in all subjects, perform data analysis on each test question and standard assessed, modify curriculum in order to re-teach as necessary, create tests based on the standards from a test bank, evaluate current instructional practices by knowing how students are performing on each individual standard, and help students set learning goals for themselves based on detailed test results.

Teachers implement assessments through Data Director at least quarterly in order to assess how well students are progressing towards mastery of the standards and which standards need to be remediated. Discovery Prep works with the students who have missed or failed a particular topic or test. The use of Data Director helps the educators at DP pinpoint the areas of need for each student so that the needs of all learners can be met. Discovery Prep uses the Response to Intervention framework to provide additional intervention to students who need remediation. This process begins with Tier I interventions that the teacher will implement in the classroom. These interventions may include flexible groupings, learning stations, study guides, graphic organizers, instructional aides, and cooperative learning. If these interventions are not successful students are provided with Tier II interventions, these may include focused supplemental instruction in small groups, research-based interventions targeted at specific strengths/needs, small group counseling and after-school tutoring. Students who need additional support will receive Tier III, intensive interventions designed to meet individual needs such as specialized texts, one-on-one instruction, small group instruction with staff members who have expertise in their area of need, and individual counseling.

- **College Preparatory Program**
  At Discovery Prep all stakeholders believe in the mission and work towards creating a college going culture. The college counselor creates the curriculum for the Advisory class that is focused on college preparation activities, career exploration, and test preparation. The student to advisor ratio is a maximum of 24:1. The advisors’ main responsibility is to help students identify and overcome barriers to their success in their academic pursuits in order to prepare for college.

The college counselor guides students and parents through each step of the college application process, including academic advisement, test preparation, financial aid, and college selections and applications. All freshmen will take placement exams in order to assist the college counselor in placing the students in appropriate level classes while maintaining a focus on closing the achievement gap. Freshmen who arrive at DP below grade level will be assigned an additional math and english periods to provide time for remediation of basic skills so that students will have success in their A-G classes. Sophomores and Juniors meet with the counselor for academic advisement and career exploration once a year. Seniors meet with the counselor three to five times during their senior year to discuss their
progress toward meeting graduation requirements and college entrance requirements and their progress through the college application process.

The counselors prepare each student’s schedule and meet with each students consistently to ensure that the student meets the school’s graduation requirements, which include the A-G requirements for the California public university systems. Discovery Prep requires all students who graduate on-stage to take the SAT or ACT in order to increase the number of students eligible for 4-year universities.

The college counselor, in conjunction with community agencies, offers six college application workshops in order to provide students with the opportunity to complete their college applications with individual support. Counselors and community members also facilitate an annual financial aid workshop for parents and students. Counselors also present at scheduled parent meetings on topics related to college or college preparation to provide parents with information and insight into the process. Counselors also invite back former Discovery Prep students who are currently in college to advise and mentor current students.

- **Data-Driven Decision Making**

  Discovery Prep is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. In preparation for the next year, the Discovery Prep Administration convenes the teacher leadership team to aid in gathering, analyzing and synthesizing data. This is an ongoing process that will occur several times in the early months of the school year. The most recent CST, CAHSEE, SAT, AP, and CELDT data is reviewed using our review process that begins with analysis of individual and content area data by department. This department review includes providing recommendations for the upcoming year based on the demonstrated weaknesses presented in the data. Next, the teacher leadership team analyzes the school-wide data to make recommendations for programming and interdisciplinary actions for the upcoming year. Throughout the year teachers base their planning, pacing and assessment on the data driven recommendations from their departments and the ongoing data provided by internal assessments and Administration benchmark assessments. This department and grade level review of data will occur at least monthly.

- **School/Family/Community Collaboration**

  Discovery Prep acts as a clearinghouse of resources to support our families. Our Parent Advisory Council and monthly parent meetings allow our parents to be actively involved in their child’s education. Discovery Prep encourages active parent involvement and promotes a collaborative home-school relationship. Parent communication is a vital strength of our program and our parents are willing and eager to participate in any way. Parents need to actively engage their children and continually restate the goals of an education. Parent meetings are used to discuss current issues and hear from guest speakers such as college representatives, parents of Discovery Prep graduates who currently attend college, and financial aid advisors. Parents also have access to student information through Powerschool and with internet access can look up their child’s real time grades and attendance.

Community agencies, in conjunction with the school, provide support services such as tutoring, counseling, parenting classes and extracurricular activities designed to motivate students. The non-profit YouthSpeak Collective! funds two on-campus staff members who organize afterschool programs and academic enrichment and remediation. Discovery Prep’s partnership with Upward Bound’s Saturday academy provides disadvantaged students with the opportunity to explore the college experience through workshops and a culminating summertime stay at a nearby University. Local businesses work with these agencies to provide internship opportunities for students interested in exploring their career field. In a partnership with Friends of the Family, 11th and 12th graders provide mentoring to students at Maclay Middle school. Discovery Prep also collaborates with institutions of higher education such as California State University, Los Angeles, California State University, Northridge and Woodbury University. DP collaborates with Cal State Los Angeles’ teacher credentia ling program in recruiting and developing our teaching staff. DP sends students to work with Cal State Northridge’s National Society of Collegiate Scholars for Integrity Exploration Day. DP students and Staff attend Woodbury events and lectures on topics such as photography, architecture, fashion, and college fairs.
Personalized Student Services

Discovery Prep is a small school of 350 students and 19 teachers. We truly are a “small learning community” where we have the opportunity to form meaningful relationships with students and the ability to individualize programs to meet the needs of all learners. Since students stay with their advisors for four years, they have at least one adult on campus that knows their history, academic record, challenges, and achievements and can act as an advocate. Advisors continuously monitor grades and meet individually with each student at least biweekly.

Teachers meet early in the school year, and often throughout the year, to discuss individual students and student groups with similar needs as identified by data analysis. Students who continue to struggle despite classroom interventions may be referred to a student success team by any staff member. Teachers may also require students to attend after-school tutoring for extra help or remediation in their subject matter. Discovery Prep contracts with Total Education Solutions to provide support for all of our students with special needs in addition to our 2 on-site staff members dedicated to serving students with special needs. All students with special needs are assigned to one of our resource specialists who manage their case and ensure that all accommodations and modifications are being met.

Discovery Prep employs three Counselors, each with their own area of expertise, to provide services to students. The college counselor is responsible for driving the college going culture, providing academic and college advisement, creating the advisory curriculum, and guiding students and parents through the college requirements, application and financial aid process. The PSA Counselor works as the liaison between the school, home and community, providing case management services to students and parents, monitoring attendance, and managing the parent program. The AP of Counseling and Student Services administers the comprehensive school counseling program, providing prevention activities, crisis intervention, school-based counseling services, positive reinforcement and ensures compliance with school expectations.

Instructional Approach

Discovery Prep adheres to the principles of instruction enumerated in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollock (ASCD, 2001). This text identified nine categories of instructional strategies proven to improve student achievement:

1. Identifying similarities and differences
   Teachers should present student with explicit guidance in identifying similarities and differences, ask students to independently identify similarities and differences, and use graphic or symbolic representations of similarities and differences in order to enhance student understanding and ability to use knowledge. Tasks may be teacher or student directed but should involve comparisons, classifications, metaphors and analogies.

2. Summarizing and note-taking
   Summarizing and note-taking skills provide students with the tools for identifying and understanding the most important aspects of what they are learning. To effectively summarize, students are need to be aware of explicit structure of information and analyze information at a fairly deep level by deleting, substituting and keeping some information.

3. Reinforcing effort and providing recognition
   Reinforcing effort teaches students that the harder you try, the more successful you are. Providing recognition for the attainment of specific goals enhances achievement and stimulates motivation.

4. Homework and practice
   Homework provides students with opportunities to refine and extend their knowledge. Teachers should design homework assignments that clearly articulate purpose and outcome and vary the approaches to providing feedback to students.

5. Representing Knowledge
Creating nonlinguistic representations helps students understand the content in a new way. Teachers can use a variety of instructional approaches including graphic representations, physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

6. Learning groups
Cooperative learning provides students with the opportunity for positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills and group processing. Teachers should use a variety of criteria for grouping students, keep group size small, and combine cooperative learning with other classroom structures.

7. Setting objectives and providing feedback
Using goal setting and feedback in a precise and sophisticated manner increase student learning by developing metacognitive thinking. Goals should be specific but flexible and allow the student to personalize the teacher’s goals. Feedback should be timely, corrective and specific to a criterion. Students can also be encouraged to provide some of their own feedback.

8. Generating and testing hypotheses
Generating and testing hypotheses are basic cognitive skills that every content teacher should develop in order to help students deepen their understanding of the principles they are applying. Teachers can use a variety of structured tasks to accomplish this, including systems analysis, problem solving, historical investigation, invention, experimental inquiry and decision making.

9. Cues, question and advanced organizers
Teachers can use cues, questions and advance organizers to facilitate thinking about new knowledge before experiencing it. This activates prior knowledge and will increase student achievement. Teachers may use four types of advance organizers: expository, narrative, skimming and illustrated.

Technology
Russell and Sorge (1999) point to how technology can give students “more control over their own learning,” facilitating the analytical and critical thinking and the collaboration championed in the constructivist approach to education. Their conclusion—that integrating technology into instruction tends to move classrooms from teacher-dominated environments to ones that are more student-centered—is supported repeatedly in the literature.

Although student achievement outcomes in these learning environments are difficult to measure because many existing assessments do not adequately capture higher-order thinking skills, in such constructivist classrooms, students tend to work cooperatively, have more opportunities to make choices, and play a more active role in their learning (Mize & Gibbons, 2000; 2002; Waxman, Connell, & Gray, 2002). Furthermore, technology allows teachers to differentiate instruction more efficiently by providing a wider variety of a venues for learning that reach students of divergent readiness levels, interests, and learning styles.

At Discovery Prep, technology also gives teachers access to resources that can help them identify and refine standards and objectives, such as: word processing applications, organizing and brainstorming software, data collection tools, Web resources, and communication software. For this new charter term we will implement the following use of technology.

There are several ways that a word processor can help teachers and students set goals more effectively.

- One method that many educators use is to have students create a KWHL chart, which prompts individual
students to record what they know about a topic, what they want to learn about that topic, how they plan to learn it, and what they learned at the end of the unit or activity. This is a great way to activate prior knowledge and to have students personalize their learning goals.

- The draw tools in most word processing programs make creating KWHL charts quite easy. In Microsoft Word, the draw toolbar and in Appleworks, the draw palette.

- If the KWHL chart is electronic, it can be e-mailed to parents in a newsletter or even posted to the school’s Web site.

Collecting data with online surveys allows a teacher to engage learners and gather the information needed to set more meaningful and personalized objectives. The teacher can collect the same survey data from multiple classes. This makes the sharing of the results with individual classes all the more powerful. Here are some examples of free or inexpensive online survey Websites:

- Survey Monkey
  - www.surveymonkey.com
    - This survey site enables anyone to create professional online surveys quickly and easily. It has a free basic service that provides most of the features a teacher would need to survey students.

- Pollcat
  - www.pollcat.com
    - The free version of Pollcat is called Pollcat Lite. It provides an easy-to-learn interface to allow you to get your survey on the Web quickly.
    - Teacher can view/download survey summary reports, receive automatic-mail notifications with your survey summary reports, and review/download each of the individual survey responses.

- Web Surveyor
    - Here, you’ll find a link to RSVME, a free application that integrates with Microsoft Outlook and other e-mail packages to make obtaining feedback from people a snap. Teacher can quickly and easily put together a questionnaire on any subject.

- Profiler Pro
  - www.profilerpro.com

Word Processing Applications

While many teachers and students use word processors as tools for writing, these programs also have features that support robust and timely feedback. In Microsoft Word, for instance, teachers and students can use the Track Changes and Insert Comments features to give and gather student-led feedback.

Data Collection Tools can provide immediate feedback.

Classroom Response Systems

- (eInstruction, EduGame, Promethean, and ClassAct)

- Automated classroom response systems—also known as student response systems—provide teachers with a new way to gather and disseminate specific feedback.
• This tool collects data through the use of “clickers,” then generates an immediate analysis of how students responded.

• When multiple-choice questions are appropriately designed, they can evaluate all levels of skill within Bloom’s taxonomy, from recall through evaluation.

Communication Software, such as blogs, wikis, e-mail, instant messaging (IM), and video conferencing, can provide timely, interactive, and criterion-based feedback to students. Each of these types of software as distinct classroom applications. For example:

• Classroom blogs are inexpensive and easy to maintain and manage without the need for Web development skills.

• Wikis are similar to blogs but more versatile: a way for groups to collaborate by contributing and easily accessing information on a given topic.

• Because a wiki allows all users to add and edit content, it’s especially suited for collaborative writing and project-based learning.

• The constant feedback mechanism of a wiki is what makes it a uniquely powerful learning tool. And because a wiki is Web-based, contributors do not need to be in the same geographical area, nor do they need to be working synchronously.

• E-mail, which provides a written record of two-way communication that is easy to archive.

• Video conferencing has been used mostly for distance learning and teacher professional development, however, can also be used in the classroom.

Organizing and Brainstorming Software

• Inspiration, Microsoft Visio, CmapTools, SmartTools (used with SmartBoards), and even the Microsoft Word Drawing toolbar can all be used to organize ideas and represent curricular concepts.

• Graphic representations serve as mnemonic devices that facilitate the classification, organization, storage, and recollection of information into and out of long-term memory. This is especially true for students with learning styles that favor visual forms of learning.

Organizing and brainstorming software give teachers and students ways to create a variety of descriptive patterns to build conceptual understanding of everything from new vocabulary words to complex systems.

In addition to the elements of the instructional approach described above, Discovery Prep will utilize additional strategies to focus on mathematics achievement in the next charter term. Discovery Prep will focus our resources on developing the mathematics teachers’ skills, providing the mathematics department with additional tools and assessments to track progress and incorporating teaching math across the curriculum. Math teachers will attend
conferences and workshops geared towards improving classroom management, strategies for differentiating instruction, and strategies for deepening students understanding of the content. Teachers will more frequently and more effectively assess student learning and challenge students to use higher levels of thinking.

The Discovery Prep instructional approach also includes working towards the California Standards for the Teaching Profession:

- **Standard for Engaging and Supporting All Students in Learning**
  Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

- **Standard for Developing as a Professional Educator**
  Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

- **Standard for Assessing Student Learning**
  Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

- **Standard for Creating and Maintaining Effective Environments for Student Learning**
  Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

- **Standard for Understanding and Organizing Subject Matter for Student Learning**
  Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students’ understanding of central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.
Standard for Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students’ backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

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<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td>1 English 9</td>
<td>English 10 or English 10 Honors</td>
<td>English 11 or English 11 Honors</td>
<td>English 12 or English 12 Honors</td>
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<td>2 Humanities</td>
<td>World History</td>
<td>US History</td>
<td>US Government &amp; Economics</td>
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<td>Geometry, Algebra II, Trig/Pre-Calc or Statistics</td>
<td>Algebra II, Trig/Pre-Calc or Statistics</td>
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<td>4 Concept Math</td>
<td>Biology</td>
<td>Chemistry</td>
<td>CPE, Advanced VPA or Foreign Language Yr 3</td>
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<tr>
<td>5 Physical Education</td>
<td>Visual and Performing Arts (VPA)</td>
<td>College Prep Elective (CPE) or Advanced VPA</td>
<td>CPE</td>
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<tr>
<td>6 Science, Study Skills or Geography</td>
<td>Foreign Language Yr 1</td>
<td>Foreign Language Yr 2</td>
<td>CPE or College Class</td>
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<td>7 Advisory</td>
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Academic Core Curriculum

The Discovery Prep curriculum is guided by state and Common Core standards. Course curricula are designed to meet the objectives outlined in the Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). Additionally, the Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 1994-2003) are incorporated by the core content areas. Discovery Prep offers each student an instructional program that meets the UC/CSU “a-g” requirements.

History/Social Science

Students begin by understanding world regions and their historical, cultural, economic, and political characteristics. Students will develop historical literacy by developing research skills, analyzing events for cause and effect, and understanding the importance of religion and other major belief systems. Additionally, students recognize the complex relationship between culture, politics, and social trends. Next, students learn the structure and function of American government. Finally, students explore basic economic problems and compare economic systems.

Grade 9: Geography

Students are introduced to physical and cultural geography worldwide. Students become familiar with world nations and cultures, and also receive the necessary background knowledge to prepare them for World History. Curriculum covers maps and encourages students to understand cultural geography in the context of current events.

Grade 10: World History
Students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. An honors section is also offered.

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

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

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

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

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

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

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

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

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

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

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

4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

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

3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

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

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

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

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

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

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in areas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (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.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.


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

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

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 11: U.S. History
Students examine major turning points of American history in the twentieth century. Emphasis is placed on the expanding role of the federal government and federal courts. Students analyze the continuing tension between the individual and the state as well as between minority and majority power. Students trace the changes in the ethnic composition of American society and culture, and the movements towards equal rights for racial and gender minorities. An honors section is also offered.

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

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

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

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

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

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

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

1. List the purpose and the effects of the Open Door policy.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. 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.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

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

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

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

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

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

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
   - The Truman Doctrine
   - The Berlin Blockade
   - The Korean War
   - The Bay of Pigs invasion and the Cuban Missile Crisis
   - Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
The Vietnam War
- Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

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

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., 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.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

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

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.


Grade 12: Government/Economics

Government

Students study the history, concepts, and structure of the United States government to enable them to become active and informed participants in their government. Students consider the theoretical and practical purposes of government and briefly explore different types of government. Students prepare for civic involvement by focusing on the Constitution and Bill of Rights, the three branches of government, the federal system, political parties, and the impact of elections and the media.

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.

1. 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.

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

3. 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."

4. 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*.

5. 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.

6. 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.

1. 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).
2. 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).

3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

4. 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.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

6. 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.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

2. 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.

3. Discuss the historical role of religion and religious diversity.

4. 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.

1. 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.

2. Explain the process through which the Constitution can be amended.

3. Identify their current representatives in the legislative branch of the national government.

4. 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.

5. 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.

6. 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.

1. 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.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

3. 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.**

1. 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.

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

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

4. 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).

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

6. 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.**

1. Explain how conflicts between levels of government and branches of government are resolved.

2. Identify the major responsibilities and sources of revenue for state and local governments.

3. Discuss reserved powers and concurrent powers of state governments.

4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8. 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.**

1. Discuss the meaning and importance of a free and responsible press.

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. 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.

1. 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.

2. 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).

3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.

4. 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).

5. 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.

6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.

7. 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).

8. 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.


Economics
Students learn the history, concepts, and ideas of American economics. Students cover personal finance and business, the current American economy, supply and demand, national and international markets, and the economic impact of globalization. Students become informed participants in the American economy and understand how their personal economic choices affect and are affected by the American and global economies.

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

2. Explain opportunity cost and marginal benefit and marginal cost.

3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

5. 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.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. 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.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

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

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

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

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

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

   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.


Psychology

Students investigate a wide range of topics including the history of psychology, psychological philosophy, psychological development, and other related issues. Students are provided a broad introduction to the discipline of psychology, and are given a window to see the impact of psychology in their own lives.


Sociology

Students take a scientific approach to a study and analysis of culture, socialization, social organization, the development of society, study of social processes, human groups, social institutions, and the effects of group relations on human behavior. Students will also scrutinize many of the foundational theories in the field of sociology, including those from Comte, Durkheim, Marx, Mead, Merton, Mills, Spencer, and Weber. Through this course, students also strengthen general study skills, particularly analytical and critical thinking, expository writing and oral communications.


AP European History

Students increase their understanding of the cultural, economical, political, and social developments in European history as developed in World History. Students delve into the principal themes in modern European history. Student develop their ability to analyze historical evidence and historical interpretations, and express their analyses in writing. Students analyze, synthesize, and evaluate the various primary and secondary sources to prepare for the AP exam.


AP U.S. History
Students interpret documents, master a significant body of factual information, and write critical essays. Major historical events are explored in the context of social, political, and cultural themes. Students develop their ability to analyze historical evidence and historical interpretations, and express their analyses in writing. Students analyze, synthesize, and evaluate the various primary and secondary sources to prepare for the AP exam.


UC/CSU “a-g” Requirements
(a) History / Social Science – Two years, including one year of World History, Cultures, and Historical Geography and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.

English Language Arts
Students begin by learning the fundamentals of reading and writing, with an emphasis on improving reading comprehension. They read and create literary and professional documents using standard written conventions. Students increase their working vocabulary and gain greater understanding of academic vocabulary. Students write increasingly sophisticated essays and other forms of writing. As students progress, they analyze significant works of literature. Additionally, students make connections between literature and the historical context in which it was produced. Students develop the habits of lifelong readers. Ultimately, students graduate from Discovery Prep ready to read and write at the college level.

Grade 9: English 9
Students gain a basic understanding of literature, writing, and the structures of professional documents. Students build on what they already know about reading and writing, and learn new ways to engage with texts. Students learn the parts of speech, the parts of a sentence, basic paragraph and essay structure, and read works from a range of authors.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

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 secondary sources through original analysis, evaluation, and elaboration.

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, relationships, influences) and explain the way those interactions affect the plot.

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

1.1 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 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:
   a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
   b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
   d. 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:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. 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).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. 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):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and 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
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 to 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 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:
   a. Narrate a sequence of events and communicate their significance 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 characters.
   d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
   e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:
   a. Prepare and ask relevant questions.
   b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

a. 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).

b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

d. 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):

a. Structure ideas and arguments in a coherent, logical fashion.

b. 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).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.

b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Textbooks: The Language of Literature Grade 9, MacDougall Littell, 2006.
Supplemental Materials: The InterActive Reader Plus for English Learners.
Grade 9: Humanities
Students focus specifically on reading and writing skills. Students apply what they learn in English 9 and cultivate additional skills with a second hour of literacy-based instruction. Additionally, they develop critical thinking strategies and engage with challenging moral questions through literature and art.

Same standards as English 9


Grade 10: English 10
Students broaden their reading and writing skills. Writing practice focuses on student mastery of expository essays and MLA formatting. English 10 students will continue to use the writing structures they learned in 9th grade, and include all the critical components of essays in their expository and analytical writing. In reading, students engage with a variety of texts to work on their comprehension and analysis of literature. Students use active reading strategies to increase reading comprehension and become critical readers. Furthermore, students analyze how various literary elements impact the meaning of the work and the response of the reader. Additionally, students share what they know by participating in class discussions. An honors section is also offered.

Same standards as English 9


Grade 11: English 11
Students read selected works from a variety of American historical periods and literary genres. Students advance their writing techniques to reflect the basic requirements of college-level writing. They continue to develop their literacy and reading comprehension through active reading. Students make connections across the curriculum by examining the way that literature relates to historical context. An honors section is also offered.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Trace the etymology of significant terms used in political science and history.
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
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.

*Structural Features of Informational Materials*

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*

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.

*Narrative Analysis of Grade-Level-Appropriate Text*

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:
a. Trace the development of American literature from the colonial period forward.
b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

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:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
b. Relate literary works and authors to the major themes and issues of their eras.
c. 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)

*Writing*

1.0 Writing Strategies

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.

*Organization and Focus*

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.

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.
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:
   a. Narrate a sequence of events and communicate their significance 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 temporal, spatial, and dramatic mood changes.
   e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
   a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
   b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
   c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
   d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
   e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
2.3 Write reflective compositions:

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

b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. 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.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

2.5 Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. 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:

a. 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).

b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. 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.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
1.3 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 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 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:

   a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
   b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
   c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
2.2 Deliver oral reports on historical investigations:

a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. 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.

d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).

b. 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).

c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

a. 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.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

2.5 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").

Grade 12: English 12
Students examine the literature of different countries and cultures by reading short stories, novels, essays, drama, and poetry. They study a wide range of texts and learn to evaluate an author’s purpose as well as literary and social impacts of the work. Students study the historical, cultural, social, economic and political influences on the author and his or her work. Students learn different methods of essay development and are expected to implement each method at least once in an essay. They write a personal narrative to use in college applications. Students refine the techniques necessary for college-level writing. An honors section is also offered.

Same standards as English 11


The World of Shakespeare
Students are introduced to William Shakespeare by reading plays that represent the variety of his oeuvre. They study comedies, tragedies, and a history play, paying attention to the range of dramatic settings employed by Shakespeare. Students will experience the creativity of Shakespeare’s language and inventive use of words. Students will study dramatic and linguistic devices, iambic pentameter, and several of the sonnets.


Speech
Students develop the competence and confidence to deliver formal and informal speeches, presentations, and debates. They learn how to prepare, research, and execute a variety of speeches. In addition, students become familiarized with the grammar of public speaking, how body language influences audience reception, and speaking to mass media. As students present speeches for their peers, they reduce verbal tics, over-reliance on notes, and increase effective verbal and non-verbal communication.

Creative Writing
Students create literature and read selected works from several genres. Students become better readers and writers as they participate in the creative process. They focus on the elements and conventions of literature as they compose narratives, poems, creative essays, and other genres of writing.

UC/CSU “a-g” Requirements
(b) English – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

Mathematics
Students develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent. They communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms. Additionally, students develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses. They make connections among mathematical ideas and between mathematics and other disciplines. Students apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
Grade 9: Algebra I

Students learn the math in its abstract form and its application to real world scenarios. The key content area involves problem solving using different methods such as factoring, graphing, linear and quadratic equations. Students engage with real life scenarios and, after a series of lessons, solve the problems and present their solutions with written proofs. Students demonstrate their ability to reason symbolically. Students apply different methods to solve quadratic equations including factoring, completing the square, graphically, or through application of the quadratic formula. They also study monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. By the conclusion of the course, students are prepared for the CAHSEE.

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:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

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

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

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

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

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 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.


Grade 9/10: Geometry
Students analyze plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics that students study include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. In addition, students develop critical thinking skills as they relate to logical reasoning and argument. Students are required to use different technological tools and manipulatives to discover and explain much of the course content.

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

2.0 Students write geometric proofs, including proofs by contradiction.

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

4.0 Students prove basic theorems involving congruence and similarity.

5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

6.0 Students know and are able to use the triangle inequality theorem.

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

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, \( \tan(x) = \frac{\sin(x)}{\cos(x)} \), \((\sin(x))^2 + (\cos(x))^2 = 1\).

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.


**Grade 10/11: Algebra II**
Students complement and expand their understanding of the mathematical content and concepts of Algebra I. Students who master Algebra II 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.


**Grade 11/12: Trigonometry/Precalculus**

Students who have successfully completed Algebra I, Algebra II, and Geometry take Trigonometry. They explore the relationships of triangles and the theory of the period functions connected with them, and use the concepts as tools to solve problems in mathematics and sciences. Students who complete the Trigonometry course continue their studies with calculus and other advanced mathematics.

Students learn the prerequisite skills needed for college level Calculus. They are introduced to topics covered such as the study of functions (polynomial, power, exponential, logarithmic, logarithmic, rational, irrational, and trigonometric), conic sections, polar coordinates, parametric equations, complex numbers, and vectors.

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 $n$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.


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**Grade 12: Statistics**

Students engage in broader concepts as opposed to in-depth coverage. Students study sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Students will also learn about descriptive methods in regression and correlation, or contingency table analysis.

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, scatter plots, and box-and-whisker plots.


**UC/CSU “a-g” Requirements**

(c) **Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
Science
Students are introduced to the recurring concepts and connections made within the various science disciplines, Earth Science, Life Science, Physical Science, Biology, Chemistry, and Physics enriched by their application to technology and the environment. Throughout the disciplines, students develop their critical thinking skills, as well as on the role of creativity in scientific thought. Students at all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data.

Grade 9: Earth Science
Students will be introduced to Earth based and space based astronomy, plate tectonics, energy in the Earth system, climate, biochemical cycles, structure/composition of atmosphere, geology, biogeochemical cycles and investigation and experimentation.

Earth's Place in the Universe

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

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:
   a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
   b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
   c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.
   d. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.
   e. * Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.
   f. * Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.
   g. * Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.
Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:
   a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
   b. Students know the principal structures that form at the three different kinds of plate boundaries.
   c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
   d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
   e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
   f. * Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
   a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
   b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
   c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
   d. * Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.

5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
   a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
   b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
   c. Students know the origin and effects of temperature inversions.
   d. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.
   e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.
   f. * Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
   g. * Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.
6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:
   a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
   b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
   c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
   d. * Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.

**Biogeochemical Cycles**

7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:
   a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
   b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.
   c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
   d. * Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

**Structure and Composition of the Atmosphere**

8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:
   a. Students know the thermal structure and chemical composition of the atmosphere.
   b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
   c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.

**California Geology**

9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:
   a. Students know the resources of major economic importance in California and their relation to California's geology.
   b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
   c. Students know the importance of water to society, the origins of California 's fresh water, and the relationship between supply and need.
d. * Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.

**Investigation & Experimentation - Grades 9 To 12**

Science Content Standards.

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
   a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
   b. Identify and communicate sources of unavoidable experimental error.
   c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
   d. Formulate explanations by using logic and evidence.
   e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
   f. Distinguish between hypothesis and theory as scientific terms.
   g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
   h. Read and interpret topographic and geologic maps.
   i. 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).
   j. Recognize the issues of statistical variability and the need for controlled tests.
   k. Recognize the cumulative nature of scientific evidence.
   l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
   m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
   n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

**Textbook:**

**Grade 10: Biology**

Students are introduced to biological principles at the organismal and cellular level. They study general concepts in cell biology, as well as genetics, ecology, evolution, and physiology. Students focus on learning cell structure and function, heredity, gene expression, biodiversity, natural selection, and the major body systems. During the laboratory section of the course, students apply their learning through use of microscopy, the
scientific method, research tools and resources, data collection, specimen or sample preparation, data analysis, and standard lab protocols.

**Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
   a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
   b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
   c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
   d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
   e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
   f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
   g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
   h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
   i. * Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
   j. * Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

**Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
   a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
   b. Students know only certain cells in a multi cellular organism undergo meiosis.
   c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
   d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
   e. Students know why approximately half of an individual's DNA sequence comes from each parent.
   f. Students know the role of chromosomes in determining an individual's sex.
   g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
3. A 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:
   a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
   b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
   c. *Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
   d. *Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:
   a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
   d. Students know specialization of cells in multi cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
   e. Students know proteins can differ from one another in the number and sequence of amino acids.
   f. *Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
   a. Students know the general structures and functions of DNA, RNA, and protein.
   b. 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.
   c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
   d. *Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
   e. *Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
   a. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
   b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
   c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.

f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

g. * Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
   a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
   c. Students know new mutations are constantly being generated in a gene pool.
   d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
   e. * Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
   f. * Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

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

Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

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

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

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

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

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

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

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

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

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

a. Students know the role of the skin in providing nonspecific defenses against infection.

b. Students know the role of antibodies in the body's response to infection.

c. Students know how vaccination protects an individual from infectious diseases.

d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

f. * Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.


Grade 11: Chemistry
Students will explore and study the composition and chemical behavior of the world. They describe, explain, and predict behavior of a physical system; describe, analyze, and predict chemical reactions; and engage in effective inquiry into scientific problems. Students also use experimental evidence, logical argument, graphs, and mathematical equations. Students utilize technology, scientific instruments and equipment to collect, store, and analyze data.

Atomic and Molecular Structure

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:
a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.

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

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

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

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

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

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

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

i. * Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.

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

Chemical Bonds

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

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

b. Students know chemical bonds between atoms in molecules such as \( \text{H}_2 \), \( \text{CH}_4 \), \( \text{NH}_3 \), \( \text{H}_2 \text{CCH}_2 \), \( \text{N}_2 \), \( \text{Cl}_2 \), and many large biological molecules are covalent.

c. Students know salt crystals, such as \( \text{NaCl} \), are repeating patterns of positive and negative ions held together by electrostatic attraction.

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

e. Students know how to draw Lewis dot structures.

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

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

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

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:
   a. Students know how to describe chemical reactions by writing balanced equations.
   b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
   c. Students know one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).
   d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
   e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
   f. * Students know how to calculate percent yield in a chemical reaction.
   g. * Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

Gases and Their Properties

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:
   a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
   b. Students know the random motion of molecules explains the diffusion of gases.
   c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
   d. Students know the values and meanings of standard temperature and pressure (STP).
   e. Students know how to convert between the Celsius and Kelvin temperature scales.
   f. Students know there is no temperature lower than 0 Kelvin.
   g. * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
   h. * Students know how to solve problems by using the ideal gas law in the form $PV = nRT$.
   i. * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.

Acids and Bases

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:
   a. Students know the observable properties of acids, bases, and salt solutions.
   b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
   c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
d. Students know how to use the pH scale to characterize acid and base solutions.

e. * Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.

f. * Students know how to calculate pH from the hydrogen-ion concentration.

g. * Students know buffers stabilize pH in acid-base reactions.

Solutions

6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:

   a. Students know the definitions of solute and solvent.
   b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
   c. Students know temperature, pressure, and surface area affect the dissolving process.
   d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
   e. * Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
   f. * Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

Chemical Thermodynamics

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

   a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
   b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
   c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
   d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
   e. * Students know how to apply Hess's law to calculate enthalpy change in a reaction.
   f. * Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

Reaction Rates

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

   a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
   b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
   c. Students know the role a catalyst plays in increasing the reaction rate.
d. * Students know the definition and role of activation energy in a chemical reaction.

Chemical Equilibrium

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:
   a. Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
   b. Students know equilibrium is established when forward and reverse reaction rates are equal.
   c. * Students know how to write and calculate an equilibrium constant expression for a reaction.

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
   a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
   b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
   c. Students know amino acids are the building blocks of proteins.
   d. * Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
   e. * Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
   f. * Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:
   a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
   b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
   c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
   d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
   e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
f. * Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.

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


UC/CSU “a-g” Requirements
(d) Laboratory Science – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.

Language Other than English
All students learn a foreign language. Students begin with the grammatical groundwork for Spanish or French sentences and reading passages, which gradually increase in length and complexity. Students complete special long-range projects which are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

Spanish 1 for Native Speakers
Students refine their oral skills, reading comprehension, grammar, and composition. The emphasis is on active communication, so students speak and write in Spanish only. Students develop functional language skills and apply them to various activities and disciplines. Students write and organize short compositions to demonstrate a general mastery of the content.


Spanish 2 for Native Speakers
Students augment their communicative proficiency skills and enrich their cultural appreciation of the Spanish-speaking world. Students continue to refine their oral skills, reading comprehension, grammar, and composition. The emphasis is the use of Spanish for active communication, so students develop language skills that are useful for the students and that can be applied to various activities and disciplines. A great focus is going to be given to the organization and writing of compositions, so students will frequently compose sophisticated essays and other kinds of writing.


AP Spanish Language
Students demonstrate the ability to comprehend formal and informal spoken Spanish, acquire the vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, to demonstrate the ability to compose expository passages and essays, and express ideas orally with accuracy and fluency. Students become familiar with the diversity of Hispanic and Latino cultures in the entire Spanish-speaking world including the United States. Students learn the vocabulary necessary to communicate about specific disciplines such as science, art, literature, business, finance, etc. Students learn the grammatical (structural) aspects, the mechanics (punctuation) and spelling of the Spanish language. Students come to understand and appreciate the regionalisms that exist in a language that is spoken officially in many countries of the world. Students read the great literary works of authors of Spain, Latin America, and the United States. Students appreciate many literary forms and genres: poetry, prose, novel, short story, essay, fable and theater. Students are exposed to several forms of writing: narrative, expository, persuasive, descriptive, and personal and business letters. Students learn to organize their thoughts and present them in a coherent and interesting manner.

**AP Spanish Literature**

Students develop a confident sense of perspective regarding their own critical thought and understanding of literature. Students develop proficiency in written and oral communication within a vast range of styles and mediums. Students develop collaborative skills en route to completing challenging group projects. Students practice an inquisitive approach to literature. Students develop as earnest, motivated, and self-directed learners. Students engage in literary criticism in a manner that reveals a personal response to literature. Students critique logic of informational, rhetorical, and expository texts by analyzing organization. Students use text to substantiate assertions about author purpose. Students evaluate social, cultural, and political influences of a time period in relation to its literature. Students identify and discuss the effects of form, structure, diction, syntax, figurative language, rhetorical technique and style as employed by authors. Students identify and use phrases, clauses, and correct punctuation. Students use correct sentence construction and language. Students apply MLA style and format. Students identify and discuss various approaches and techniques of persuasive speech.

**French 1**

Students gain fundamental oral and written communication skills as well as reading and listening comprehension skills. In addition to mastering basic communication skills, students learn about French-speaking areas in the world. Students experience enrichment through films, projects, articles, and music. The class will be conducted in French approximately 70% of the time, so students communicate in the target language as much as possible with each other and their teacher.


**French 2**

Students briefly review the grammatical, lexical, and cultural concepts introduced in French 1 before beginning new material. Students build on their basic oral, written, and auditory skills from French 1. They learn to narrate using the preterit and imperfect tenses and will conjugate and employ the simple future, conditional and subjunctive to discuss themselves and the world around them in more detail. The class will be conducted in French approximately 90% of the time, so students communicate in the target language with each other and their teacher.


**French 3**

Students tackle a challenging combination of reading, writing, listening, and speaking designed to develop students’ communication skills in French and advance them to the intermediate low to intermediate advanced level (per ACTFL MOPI, www.actfl.org) of target language proficiency. Students learn and apply new verb tenses (simple future, conditional, subjunctive) as well as master employment of the present, past, and immediate future tenses. Students also discuss texts and films about French-speaking cultures and practices. Projects are content-based and focus on history, music, and verb mastery. Students communicate in the target language 100% of the time.


**French 4**

Students delve into a challenging combination of reading, writing, listening, and speaking designed to develop students’ communication skills in French and advance them to the intermediate advanced or advanced level (per ACTFL MOPI, www.actfl.org) of target language proficiency. Students master review
verb tenses (imperfect, simple future, conditional) and grammar and are introduced to new verb tenses (pluperfect, past conditional, past subjunctive). Students focus on improving their speaking and listening skills in all tenses through role plays, formal dialogues, discrete questions and small group and whole-class discussions. Students discuss and analyze short stories, plays and primary texts in French. They also present content-based projects that inform their classmates in French about history, art, and culture of French-speaking regions in the world.

UC/CSU “a-g” Requirements

(e) Language Other Than English – Two years of the same language other than English.

Visual and Performing Arts

Through arts education, students have the opportunities to advance artistically and cognitively, develop self-expression and self-confidence, and experience accomplishment. The Discovery Prep Art Department emphasizes the California state standards for the visual and performing arts.

Art I
Students are introduced to the visual language of art through a combination of illustrated lectures, in class studio work, and sketchbook assignments. The elements and principles of art are investigated and practiced. Throughout the year, students study drawing, painting, printmaking, collage, sculpture, and art history.

Art II
Students deepen their understanding of art through a combination of illustrated lectures, in class studio work, sketchbook and journal assignments. They draw from the previous year’s work in Art 1 to continue this analysis of a visual language with the intention to employ that language in a personal journey of expression, meaning, and culture. Students review the elements and principles of art and further investigate them in theory and in practice. They continue to explore two and three dimensional media. Students critique the work of well known artists as well as that of their classmates to show how paintings, sculpture, architecture, prints and crafts are created as visual statements with unique expressive, historical, cultural and social meanings.


Yearbook
Students are introduced to all the elements of publishing and selling a yearbook in this course. Students spend time learning the elements and principles of design in order to produce a thoughtfully designed yearbook. They also are required to sell ad space and yearbooks after they design and layout the book itself. While producing the school’s yearbook, they explore topics such as copywriting, photography, editing, marketing and accounting along the way.

AP Studio Art
Students invest time in creating projects for the Concentration and Breadth sections of the portfolio. Students spend most of their class time working on portfolios, as their work will ultimately will be judged by the College Board per the Advanced Placement requirements for AP Studio Art. At the end of the year, each student submits a portfolio of around thirty pieces to the AP board for review.

Drama
Students learn theater appreciation and acting in this introductory course. They examine the structure of drama, evaluate various works and playwrights, and explore technical design. Students memorize and perform monologues and scenes, as well as participate in improvisation and pantomime. Students also take part in the development, design, and production of an evening of theater.

UC/CSU “a-g” Requirements
(f) Visual & Performing Arts – One year, including dance, drama/theater, music, or visual art.

College Preparatory Electives
Any of the above listed courses that meet the UC/CSU college preparatory elective requirement. Courses that meet the “g” requirement are: Agricultural Biology, AP European History, AP Spanish Language (if taken as 3rd or 4th year of language), Art II, Creative Writing, Film Studies, Psychology, Sociology, World of Shakespeare, Trigonometry/Pre-Calculus (if taken as 4th year of math), and Statistics/Probability (if taken as 4th year of math).

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

Non-core Classes
Creative Writing, Film Studies, Psychology, Sociology, Speech, and World of Shakespeare. The program offers PE to any student who has not fulfilled the PE requirement. Students can also receive PE credit through participation in the school’s athletic program.

Basic Learning Environment
Students are required to attend classes at the Discovery Prep campus. While on campus, students may be provided with online learning opportunities for college classes from other partner educational agencies, such as four-year or two-year accredited colleges. Students will be expected to use the school's computers on Discovery Prep's campus to complete the online class or classes in which they enroll in order to obtain credit for such courses. These courses supplement our program for students who wish to get an early start on college credits. These courses do not supplant or replace any A-G courses. There is no cost to students. A Youth Speak Collective staff member is responsible for facilitating the online course, which primarily involves assuring that the students complete all the required course work and online forum postings in a timely manner. The college classes are open to all students in grades 11 and 12. These facilitated online college courses provide students with an opportunity to take advanced coursework in subjects not otherwise offered in the school curriculum. They also provide students with a stepping stone to their post-high school college career because the students are introduced to college-level work but they have an adult to guide them through the process.

Students with Special Needs

● Students with Disabilities
Discovery Prep has outlined the Special Education Program as required by the LAUSD SELPA and contracts with Total Education Solutions (TES) to provide special education services to meet the needs of our students with disabilities. Discovery Prep will participate as a school of the District under the District Operated Programs Unit.

● English Language Learners
To address the needs of English Language Learners in the classroom, Discovery Prep provides: differentiated instruction, SDAIE techniques, and alternative assessments to ascertain subject competency, and textbooks/supplementary material for EL students. In addition to this, after school tutoring and English enhancement classes help supplement instruction. Discovery Prep utilizes CELDT, CAHSEE, CST, teacher assessments, and school assessments to identify and monitor the progress of ELL students. Discovery Prep also provides Professional Development in the form of group workshops and individualized coaching to support teachers in enhancing instruction for ELL students.
The school identifies English language learners based on their English Language Acquisition status, EL, as incoming students. Students who have a home language other than English and who do not have a language acquisition status are tested, using the CELDT, to determine if they are English language learners. All students classified as EL’s are tested yearly with the CELDT. To address the needs of English Language Learners in the classroom, Discovery Prep provides: differentiated instruction, SDAIE techniques, and alternative assessments to ascertain subject competency, and textbooks-supplementary material for EL students. Some of these materials include vocabulary squares, visuals, graphic organizers and Spanish cognates. In addition to this, after school tutoring and English enhancement classes given during the regular school day, help supplement instruction. Discovery Prep utilizes CELDT, CAHSEE, CST, teacher assessments, and school assessments to identify and monitor the progress of ELL students. Student progress is monitored every two weeks. Discovery Prep also provides Professional Development in the form of group workshops and individualized coaching to support teachers in enhancing instruction for ELL students. In order to be reclassified a student must achieve an overall score of “Advanced” or “Early Advanced”. Additionally, no single CELDT category score may be lower than “Intermediate”. For a student to be reclassified with an overall score of “Early Advanced” other factors will be considered such as academic grades, CST scores, and parent input.

● Students Achieving Above Grade Level
For students who are achieving above grade level, Discovery Prep provides honors classes, AP classes, and college classes on the Discovery Prep campus. Students achieving above grade level are identified by their reading level scores and their proficiency levels. For this subgroup, teachers use instructional strategies that focus on higher levels of thinking in order to challenge students to dig deeper into the curriculum. Students are challenged to apply their knowledge in a different way, analyze and synthesize what they have learned and evaluate and defend their positions. Additionally, within our regular curriculum, Discovery Prep provides academic enrichment in the form of special projects and field trips. Local community colleges hold these college classes on Discovery Prep’s campus primarily for DP students, but they are also attended by college students. Students are taught by college faculty following their college syllabi and allow our students to truly experience what college will require of them.

Students achieving above grade level take college classes through Cerro Coso Community College. The course offerings vary from semester to semester. Courses offered in past semesters include Introduction to Sociology, The Sociology of Women, Introduction to Child Development, Introduction to Theatre, The Fundamentals of Music, and Health Principles. Most students in the upper 50th percentile of their class will likely take at least one college class prior to graduation. There is no cost to the student for these classes.

● Students Achieving Below Grade Level
Students will be continually assessed in order to ascertain their level of knowledge in relationship to the California State Standards. Assessments will be reviewed by the student, teachers, advisors and Administration. These groups will identify students who need remediation in order to meet their full potential. Assessments include teacher-designed assessments, school-designed assessments and state designed assessment tests such as the CAHSEE, CELDT, and CST. Students achieving below grade level will be identified by their reading level scores and their proficiency levels on the above mentioned assessments.

Discovery Prep uses the Response to Intervention framework to provide additional intervention to students who need remediation. This process begins with Tier I interventions that the teacher will implement in the classroom. These interventions may include flexible groupings, learning stations, study guides, graphic organizers, instructional aides, and cooperative learning. 9th graders who come to Discovery Prep significantly below grade level reading will be assigned to a English 9 block period designed to raise their reading levels by several years in one year. 9th graders
who come to Discovery Prep 2-3 years below grade level will be scheduled an additional period of math and English in order to close the achievement gap so that these students will have success in the “a-g” curriculum.

If these interventions are not successful students are provided with more intensive and targeted Tier II interventions. These interventions may include focused supplemental instruction in small groups, research-based interventions targeted at specific strengths/needs, small group counseling and after-school tutoring. Additionally, at Tier II, advisors help students to identify specific student needs, and/or barriers preventing students from reaching their full potential in and out of the classroom by writing action plans. Advisors have access to student grades and results of student assessments that give them a frame of reference to address student needs and notify parents of personal or academic issues that may arise. Students who do not progress while on an action plan will be referred to the RTI team.

Students who are referred to the RTI team will receive Tier III, intensive interventions designed to meet individual needs. These interventions include specialized texts/software/curriculum, one-on-one instruction, small group instruction with staff members who have expertise in their area of need, and individual counseling. These students have an individualized plan created with input from the student’s teachers, advisor, counselor/administrator, parent and the student. This plan includes frequent progress monitoring in order to ensure the assigned interventions effectiveness.

- **Students of Low Socio-economic Status**
  Discovery Prep will provide increased opportunities to all of its students, many of whom are socio-economically disadvantaged, including opportunities for travel, exposure to various colleges around the country, personalized college counseling and test-preparation programs. Discovery Prep also works with parents and families, providing workshops on college entrance requirements and financial aid, community support services, and family/teen counseling.

- **Special Education Program**

  **Special Education Requirements (LAUSD-Specific Language)**
  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, Discovery Prep 2 will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Discovery Prep 2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

  **SELPA Reorganization**

  The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create 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). 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 will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements (LAUSD-Specific Language)**

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 eighteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

**Recruiting Qualified Teachers**

Discovery Prep uses many different means of recruiting new qualified teachers and staff, including connections with local teacher education programs, the Internet and job fairs. Discovery Prep may, if needed, retain the services of a teacher employment agency. After candidates are recruited, a Discovery Prep administrator, as well as the department head, will review the resumes of all candidates. After the initial paper screening, a Discovery Prep administrator will interview eligible candidates for employment. A successful candidate will be offered employment at Discovery Prep on a contractual basis.
Professional Development
Discovery Prep provides ongoing opportunities for professional growth and development. The goal of professional development is to increase student achievement through reflective practice. Teachers and staff model what it means to be a lifelong learner by constantly striving to improve their practice.

Discovery Prep’s professional development plan is focused on individual job embedded teacher development that includes a minimum of two formative and one summative evaluation per year. Administrators meet with teachers before and after each observation to assess the teacher’s progress using Charlotte Danielson’s Framework for Teaching. Discovery Prep also provides new teachers with a mentoring program for support and guidance. Teachers are given time for planning/collaboration, peer observations, workshops and conferences.

Discovery Prep employs expert consultants with experience in training teachers to expand our staff’s knowledge of research-based strategies with our administrators. The consultants use student achievement data; teacher needs assessments, and a strong research base to design their professional development program. Every teacher attends summer orientation/professional development as well as monthly professional development workshops designed to meet the needs of our teachers. Teachers also work within grade level groups, small groups, and individually on professional development. The consultants will also work one-on-one with teachers, providing individualized coaching and support. Teachers also receive ongoing mentoring and coaching by their department chairs, grade level chairs, mentor teachers, administrators, and professional development coaches.

Professional development topics for the new charter term will be focused on building our teacher’s repertoire of intervention and instructional strategies in order to provide more differentiated and individual instruction. Also, we will begin discussing the shift to the common core standards, what that means for instruction, and identify and practice strategies for being more collaborative, using experimental inquiry so that students become more active participants in constructing their own learning.

WASC Accreditation
Discovery Prep is accredited by Western Association of Schools and Colleges.

Parent Information on Course Transferability/College Requirements
Discovery Prep counselors annually present information about Discovery Prep’s graduation requirements, the eligibility of courses to meet the UC/CSU “a-g” requirements and the transferability of courses to other high schools at a parent meeting during first semester. Additionally, when students register to attend Discovery Prep, parents attend an orientation that explains that the course curriculum at Discovery Prep is designed to meet the UC/CSU “a-g” requirements and that every student who graduates will meet the course eligibility requirements for college. This is also indicated in the Parent Student Handbook.
### Element 2: Measurable Pupil Outcomes

#### School Wide Objectives
Discovery Prep desires that students demonstrate positive growth toward meeting the California State Content Standards in core content areas, maintain a high graduation rate, maintain a high 4-year college acceptance rate, and participate in a college going culture.

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<tr>
<th>Content Area</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>70% of students will meet grade level content standards. Students will be competent communicators when they graduate from Discovery Prep. The ELA curriculum is based on the completion of the California State standards which require the mastery of all modes of communication ranging from writing to public speaking. Students will take English 9, English 10, English 11, and English 12. Students may also take Humanities, Creative Writing and The World of Shakespeare.</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td>70% of students will meet grade level content standards. Students will be competent in using their education to understand the past and how it influences the direction of societies. Students will understand how the government and world works by studying the social sciences. Students will take Geography, World History, U.S. History, and Government/Economics. Students may also take AP European History, AP U.S. History, Sociology, and Psychology. Students’ social science education will be based on the mastery of the California State Standards for Social Science.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>65% of students will meet grade level content standards. Students will develop their abilities to reason logically, understand and apply mathematical processes and concepts. Students will take at least 3 of the following classes: Algebra I, Geometry, Algebra II, Trigonometry, Pre-Calculus, and Statistics. Students may also take Concept Math and Pre-Algebra. Students’ math education will be based on the California State Content Standards.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>60% of students will meet grade level content standards. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts</td>
</tr>
</tbody>
</table>
underlying various branches of science. Students will take at least 3 of the following classes: General Science, Chemistry, Biology, Agricultural Biology and Physics. Each of the science courses and/or disciplines will be taught using the California State Standards.

**Foreign Language**

65% Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, associated with the second language. All language classes will be taught based on the California frameworks.

<table>
<thead>
<tr>
<th>School-wide Objective</th>
<th>Assessment</th>
<th>Frequency</th>
<th>Grade/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase API by 15 points each year</td>
<td>-API - AYP - Standards based tests</td>
<td>-annually - annually - quarterly</td>
<td>-9-11/core content -9-11/core content -9-12/all subjects</td>
</tr>
<tr>
<td>Meet all AYP criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student proficiency on standards based internal assessments to 70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% graduation rate 99% CAHSEE passage by Senior year</td>
<td>-CAHSEE - Student grades - Graduation checks</td>
<td>-annually - annually - annually</td>
<td>-10-12/Math &amp; ELA -9-12/all subjects -9-12/all subjects</td>
</tr>
<tr>
<td>100% students meeting “a-g” requirements</td>
<td>-# of Students meeting UC/CSU “a-g” requirements - # of students applying to college</td>
<td>-annually - annually</td>
<td>-12/“a-g” subjects -12</td>
</tr>
<tr>
<td>90% of students applying to college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75% of students accepted to 4-year universities</td>
<td>-# of students accepted to 4-year universities - Student surveys demonstrating knowledge of college/ application process</td>
<td>-annually - annually</td>
<td>-9-12</td>
</tr>
<tr>
<td>Academic Performance Index Growth Target</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discovery Prep aims to increase our API score by at least 15 points each year, in order to achieve a score of 801 in 5 years.
Adequate Yearly Progress Target
Discovery Prep will meet AYP targets.

California Standards Test Target

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% Proficient/Advanced in 2011</th>
<th>2017 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>38%</td>
<td>70%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16%</td>
<td>65%</td>
</tr>
<tr>
<td>History</td>
<td>54%</td>
<td>70%</td>
</tr>
<tr>
<td>Science</td>
<td>29%</td>
<td>60%</td>
</tr>
</tbody>
</table>

CAHSEE Target
By the end of the charter term, Discovery Prep aims to have 85% of students pass the Math section and 90% of students pass the English section in the 10th grade. Additionally, 99% of students will pass both sections by the end of 12th grade.

Graduation Rate
By then end of the charter term, Discovery Prep aims to graduate 95% of our senior class.

4-Year College Acceptance Rate
By the end of the charter term, Discovery Prep aims to have 75% of students accepted into 4-year Universities.
Element 3: Method for Measuring Pupil Progress

Assessment

Standardized Tests
Discovery Prep administers all state mandated assessments including the Statewide Testing and Reporting Program (STAR), CELDT, Fitnessgram and CAHSEE. Discovery Prep is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional program. In preparation for the new school year, the Discovery Prep Administration convenes the teacher leadership team to aid in gathering, analyzing and synthesizing of data. The most recent CST, CAHSEE, SAT, AP, and CELDT data is reviewed using our review process that begins with analysis of individual and content area data by department. This department review includes providing recommendations for the upcoming year based on the demonstrated weaknesses presented in the data. This review will occur over the course of several days in the early months of the school year.

Next, the teacher leadership team analyzes the school-wide data to make recommendations for programming and interdisciplinary actions for the upcoming year. Throughout the year, teachers base their planning, pacing and assessment based on the data driven recommendations their department put forth. Teachers review ongoing assessment data in department and grade-level meetings at least monthly. Discovery Prep’s professional development consultants also have access to this data and use it to plan the professional development program for the year.

In-House Benchmark Assessments
Discovery Prep uses Data Director, a standards-based data and assessment management system that allows for a comparison of multiple sets of data. From this, staff members can identify needed interventions, know what standards need to be re-taught, and enhance curriculum development. Data Director allows teachers/administrators to: access all students’ CST scores in all subjects, perform data analysis on each test question and standard assessed, modify curriculum in order to re-teach as necessary, create tests based on the standards from a test bank, evaluate current instructional practices by knowing how students are performing on each individual standard, and help students set learning goals for themselves based on detailed test results.

Teachers implement assessments through Data Director at least quarterly in order to assess how well students are progressing towards mastery of the standards and which standards need to be remediated. Discovery Prep works with the students who have missed or failed a particular topic or test. If in-class remediation is not sufficient, the student is referred to after-school tutoring. Often these students are reluctant to learn or have been unsuccessful with traditional instructional techniques. The use of Data Director helps the educators at DP pinpoint the areas of need for each student so that the needs of all learners can be met.

Teachers can use the results from the quarterly benchmark assessments to plan subsequent instruction. When administered across classrooms, grade levels, or content areas, benchmark assessment results provide teachers an opportunity for collaborative reflection, analysis, and action. Leadership teams and school administrators can also use benchmark assessment results to plan and target specific program interventions to support student learning.

Benchmark assessments occupy a middle position in the assessment spectrum. They are strategically located and administered outside daily classroom use but inside the school curriculum. Typically uniform in timing and content across classrooms and schools, benchmark assessments provide results that can be aggregated at the classroom, grade, and school levels. This information, when provided to administrators and teachers, serves as an interim indication of how well students are learning and raises important questions regarding instructional program and practice impact. It can promote action to accelerate progress toward annual goals and provide more immediate information that can be used to help plan and guide subsequent instruction at the school and classroom level.

Discovery Prep also uses the Revolution assessment program for teachers in English 9, English 10, Pre-algebra, Algebra I and Geometry. This program provides teachers with instant data as to which standards and/or clusters a
particular student is having difficulty in. The teacher can then use this data to plan groupings and remediation of specific areas.

Administration constantly monitors student progress through the above mentioned assessments but also administers benchmark assessments from Discovery Education in order to ensure reliability of teacher created assessments. Benchmark assessments can also be used for monitoring and evaluation purposes, by providing information to teachers and administration about how well programs, curriculum, or other resources are helping students achieve learning goals. The results help teachers make mid-course corrections if data reveal patterns of insufficient performance, and may highlight areas where a curriculum should be refined or supplemented. When a teacher’s classroom data demonstrates repeated difficulties with a particular standard or content area, the principal meets with that teacher to discuss strategies and an implementation plan for how to address these issues. It is during these discussions of student achievement data that the principal plans professional development topics to address the challenges that many teachers are facing.

**Surveys/Data Collection**
Discovery Prep also collects information from students and parents in order to assess the effectiveness of our program. The information collected includes: number of students who have completed the UC/CSU “a-g” requirements, number of students who have applied to at least one college, number of students who have been accepted to a 4-year university, graduation rate, and evaluations of student knowledge of college and the application process.

**Testing (LAUSD-Specific Language)**
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.

**Parent Notification**
Parents will be notified of student progress continually through parent meetings, parent conferences and letters sent home by advisors. All parents and guardians will have access to the online grade book program. This allows parents to continually monitor their child's grades. Report cards will be sent home at the end of each semester. Parents will also be mailed the STAR testing results for their child each year.

Parents will be notified of student progress continually through parent meetings, parent conferences and letters sent home by advisors. All parents and guardians will have access to the online grade book program. This allows parents to continually monitor their child's grades. Progress reports will be sent home in October, December, March, and May. Final semester report cards will be sent home at the end of each semester in February and in June. Parents will also be mailed the STAR testing results for their child each year in September. The school has an open-door policy that encourages parents to make appointments with their child’s teacher(s) at any point during the year. The school hosts a parent conference night once per semester that is organized by grade-level. All teachers are present on this night to discuss with interested parents their child’s current academic performance.

**Grade Scales**
- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% and below
Science Pilot
A 85.01-100%
B 70.01-85%
C 55.01-70%
F 55% and below

A student must receive a grade of C or above to receive credit for a course.

Student achievement is communicated to the Board through the Principal’s Report at each Board meeting. The board is informed of standardized testing data, student grade data, and college acceptance data.
Element 4: Governance Structure

Description
- Discovery Prep is an independent charter school.
- It is a not-for-profit corporation.
- Discovery Prep was incorporated June 25, 2001.
- The Corporation Number with the State of California is C2315221.
- The Federal Identification Number is 06-1629227.

Independent Charter
- Discovery Prep exists as a legally and operationally independent nonprofit entity.
- Discovery Prep 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.

Nonprofit Public Benefit Corporation
- Discovery Prep is incorporated as a California Nonprofit Public Benefit Corporation with its own Board of Directors.
- The affairs of the nonprofit corporation are managed and its powers exercised under the Board’s ultimate jurisdiction.

Articles of Incorporation and Bylaws
- Discovery Prep is governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law.

Compliance Regarding Ethics and Conflict of Interest
- Discovery Prep will comply with the Brown Act.
- In accordance with the requirements of California Government Code section 1090, no board member shall be an employee of Discovery Prep or do business for monetary gain with Discovery Prep.
- Members of Discovery Prep 2’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. (LAUSD-Specific Language)

Governing Board
The members of Discovery Prep's governing board for the 2011-2012 school year are:
Claudia Flores, President (as a district employee, Ms. Flores will not utilize her position with the district or district resources to benefit the charter school in her role as a board member)
Lori Brogin, Vice President
Jas Dhillon, Treasurer
Julian Almaraz, Secretary
Jim Strickland, Member

Board Responsibilities
It shall be the duty of the members of the Board of Directors to:
- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, and/or By-Laws and the petition;
b. Appoint and remove, employ and discharge, and, except as otherwise provided in the By-laws, prescribe the duties and fix the compensation, if any, employees of the school;

c. Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;

d. Meet at such times and places as required by the petition and By-Laws;

e. Register their addresses with the Secretary of the corporation, so that notices of meetings sent to them at such addresses shall be valid notices thereof.

f. Set policies for the school

g. Monitors and approves finances and school policies

h. Monitors student achievement and upholds the charter petition

Board Meetings

- Per the corporation's bylaws, the board meets every month.
- All meetings will adhere to the requirements of the Brown Act.
- A written agenda, including date, time and location, will be prepared for each meeting and will be posted on Discovery Prep’s website, on the school bulletin board outside the administration building, and on the door of the actual meeting site, at least 72 hours in advance of the meeting, pursuant to Government Code 54954(a). Minutes will be taken at each meeting and filed in the Chief Financial Officer’s office. Copies of agendas and minutes will be made available for public review upon request at the school’s main office.

Board Members

- The governing board shall have five (5) directors, including a President, Vice President, Treasurer, Secretary, and Board Member. These positions shall all have an equal vote.
- Individuals may be invited to serve by a board member recommendation and a vote of the full board. Prospective candidates, who are endorsed for their area of expertise and the existing vacancy (i.e. educational, financial, human resources), must submit a resume, interview with existing members, and attend at least one board meeting. Once all nominees have completed the process, selection is put to a vote.
- Terms
  - The governing board for the nonprofit corporation will be the same as the governing board for the charter school.
  - Each board member shall hold office until the next annual meeting for election of the Board of Directors, unless he or she resigns from the board prior to that time.
  - There is no limit to the number of consecutive terms that a board member may serve. Board members may serve on board subcommittees.
- The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b). (LAUSD-Specific Language)
- The Principal/Director is not a Board member.

Vacancies Filled by Board

All vacancies on the board, occurring for any reason, shall be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

No Vacancy on Reduction of Number of Directors - Any reduction in the number of authorized Board Directors shall not result in any directors is removal from office before his or her term expires.
Events Causing Vacancies on Board
A vacancy or vacancies on the board of directors shall occur in the event of (a) the death or resignation of any director; (b) the removal of any director pursuant to Section 2.5 of these bylaws; (c) the resignation of any director pursuant to Section 2.7 of these bylaws; (d) the increase of the authorized number of directors; or (e) the failure of the board, at any meeting of the board of directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Committees
The President of the Board shall appoint interested individuals including both board members and stakeholders to serve on the various board subcommittees. Committees comprise between three to five members headed by a chairperson with relevant expertise. Committees assist the board by conducting research on critical issues enabling the whole board to focus on the big picture (i.e. strategic planning, policy development, and financial management. Board Committees provide information to the whole board by presenting findings and making recommendations.

Committees may include:

Curriculum Committee:
This committee is responsible for overseeing DP’s education program by making sure the curriculum and instruction is progressing according to the prescribed goals set each year by the current administration. It is encouraged that parents and teacher representatives participate in any decision making.

Development and Facilities Committee
The committee will work on marketing, fundraising and on overall facility design and maintenance as well as facility acquisition.

Finance and Operations Committee
This committee will oversee personnel and legal issues, budgeting, adherence to budgets, financial reporting and year-end audits, attendance reporting and other business functions.

Assurance that School Will Comply with All Laws Relating to Public Agencies
Discovery Prep will comply with all applicable laws and regulations relating to public agencies.

Relationship with District/County
Discovery Prep will be operationally independent from the district and the county. It will handle payroll and other human resources services through the use of in-house personnel. It employs an independent benefits administrator to oversee and administer its staff retirement plan.

Process for Amendments
Any amendments to this charter shall be submitted by the governing board of Discovery Charter Preparatory School 2 to the Los Angeles Unified School District. Material revisions and amendments shall be made pursuant to the standards and criteria in Education Code Section 47605.

Grievance Procedure for Parents, Students and Employees
Discovery Prep 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 Discovery Prep alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Discovery Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Discovery Prep 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.

Discovery Prep 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**
Discovery Prep will comply with 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. (LAUSD-Specific Language)

**Responding to Inquiries (LAUSD-Specific Language)**
Discovery Prep 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. Discovery Prep acknowledges that it is subject to audit by LAUSD including, without limitation, and 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 (LAUSD-Specific Language)**
Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Discovery Prep.

**Public Laws**
Discovery Prep agrees to comply with all laws that apply to public agencies. Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Discovery Prep.

**Process Ensuring Staff, Student and Stakeholder Involvement**
All Discovery Prep parents and students must sign an agreement to serve the school’s mission and to meet all school requirements. Specifically, parents are encouraged to volunteer 30 hours in service of the school and must attend meetings and events. There is no penalty for not serving the 30 hours and a parent’s failure to sign the agreement or volunteer in no way impacts the student’s admission or enrollment.

**Methods by Which School Consults Parents and Teachers Regarding its Program**
All staff, students and other stakeholders will be encouraged to attend and participate in board meetings. In addition to board meetings, Discovery Prep all-school meetings and Parent Advisory Committee meetings will be held at least monthly. To keep teachers involved and informed, Discovery Prep has weekly staff development meetings, has teacher representatives attend Board of Directors meetings, faculty committees, monthly grade level and department meetings.
School Site Council
The school site council is a group of teachers, parents, classified employees and students that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are elected by the stakeholder group they represent. The group meets once a month. Over the course of the year, the site council considers the goals of DP and then works with the principal to evaluate the school’s progress toward those goals. In their evaluation the council reviews school test scores, attendance and discipline records, parent surveys and input from the students. After looking at the school’s progress the site council and the principal create a plan for improvement. School site council members do not represent their own interests. They have an obligation to make decisions that will best serve the whole school community.

PARENT INVOLVEMENT
Parent Advisory Committee (PAC)
● There is an established Parent Advisory Committee (PAC) with officers and bylaws consisting of 6 active members. PAC members are parents of currently enrolled students who accepted the offer of joining PAC when announced at the parent monthly meetings, where it was open for any parent who would like to join. They meet once a month.
● Their role is advisory: PAC helps develop and recommend an improvement plan for issues that are most important to them. For example: expanding security, safety, and implementing adequate discipline policies. PAC is also involved in assessing the improvement plan.
● --They assist with fundraising.
● --PAC keeps an open line of communication between parents and the school.
● They also help to prepare agenda for monthly parent meetings.

Additionally, Discovery Prep employs a parent liaison who will implement an effective Parent Program to support students’ academic success, by involving parents in:

Title I
● Joint development of the Title I plan
● Coordinating and integrating Title I parent involvement strategies with other programs

Parent Involvement Policies
● Soliciting parental input and feedback for revisions of the parent involvement policy
● Developing appropriate roles for parent involvement with community-based organizations

After-school Programs
● Reviewing results of academic achievement data and other sources of information at Board and PAC meetings.

Parent Trainings
● Training and materials to help promote effective parental involvement
● Provide numerous opportunities for school/community in parent training in:
  ○ literacy
  ○ academic standards
  ○ curriculum
  ○ parenting skills
Assessment
- Annual evaluation of the content and effectiveness of the parental involvement policy
- Suggestions to increase attendance of parents at school functions and parent meetings

Monthly Parent Meetings
- A forum for all parents to ask questions and/or discuss important issues

Communication
- Information is also found on the Internet at DP’s website (www.discoveryprep.org).
- Flyers are sent home with students announcing meetings and school information.
- Home phone calls are done for all special and meetings.
- Academic information, such as report cards and results of test scores are sent home via mail.
- Email addresses are available for all teachers, students and parents (when requested) to encourage communication between parents and teachers.
- Computers are available for parents and students to use daily and after school to view students’ grades or to communicate with teachers.

Access Students’ Grades in Powerschool
- Students or their parents can view students’ grades on Powerschool.
- Training classes are provided for parents on accessing their child’s grades in Powerschool.

Volunteerism
- Parents are encouraged to contribute a minimum of 30 hours per family, per academic year to Discovery Prep, but there is no penalty for not serving the 30 hours and will not affect admission or enrollment.
- DP shall maintain a comprehensive list of volunteer opportunities including but not limited to the following:
  - volunteering at school
  - attending parent-teacher conferences
  - attending meetings of the following school bodies:
    - DP’s Board of Directors (as member or observer), Parent event planning committees, DP fundraising groups, and other school activities upon approval by the principal.
Element 5: Employee Qualifications

Discovery Prep endeavors to hire highly qualified employees that share our educational philosophy and are committed to the mission and vision of our school. Employees’ job descriptions may be modified as necessary to meet the needs of the school and it’s students.

Discovery Prep believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Discovery Prep will perform all required background checks according to California state law. Prior to the first day of work for every employee, Discovery Prep will process LiveScan background checks and ensure medical clearance for Mantoux tuberculosis (TB).

Hiring/Selection Process

The selection process will include:

- Research and establish job qualifications, including a list of position-specific criteria
- Announce opening(s):
  - Certificated are posted in EdJoin and at Cal State LA and CSUN in specific departments.
  - Non-certificated are posted in EdJoin and on the school website.
- Recruit applicants from a broad pool of applicants
- Request that applicants provide:
  - Resumes detailing education, certification, experience, membership in professional organizations and other relevant information
  - Letter of intent with educational philosophy
  - Letters of recommendation from previous principals, department chairs, and immediate supervisors.
    For all certificated teachers, a list of colleges attended will be part of the application, as well as copies of transcripts, records of experiences and credentials
- Verification of previous employment and references for all interview candidate(s)
- Interviews conducted by administration. (A candidate may be interviewed several times before a decision is made.)
- Demonstration lesson for final teacher candidates

Principal is responsible for hiring all certificated staff. Principal is responsible for hiring all non-certificated staff with Board approval.

No Child Left Behind and Credentialing

Teachers will meet all requirements for employment as required by the California Education Code. Teachers and paraprofessionals will be NCLB highly qualified. Primary teachers of core, college preparatory subjects will hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold. All teachers will be highly qualified as defined by No Child Left Behind. Appropriate records of credentials held by Discovery Prep teachers and supporting documentation will be monitored and maintained by the Executive Director/Principal or designee. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.
Qualifications for Key Positions/Categories of Employees

Qualifications of all employees shall be sufficient to ensure the health and safety of the school’s faculty, staff and pupils.

Executive Director/Principal

Selection of the Executive Director/Principal will be based on proven experience in educational leadership, educational vision, expertise in curriculum design and evaluation, and experience as an administrator and teacher. The Principal will serve as the educational leader and chief executive of Discovery Prep by being responsible for direction of the educational program, participation in staff and pupil activities, and establishment of effective community relations, as well as perform other job-related duties as assigned by the Governing Board. The Principal reports directly to the Discovery Charter Preparatory School Board of Directors. Qualifications for this position include: bachelor’s degree or master’s degree preferred, teaching credential, administrative services credential preferred, and successful teaching and management experience.

Principal duties include:

- Leadership & Curriculum Development
  Assumes overall responsibility and provides leadership to the faculty in seeking better ways to maximize the development of each individual student by implementing curriculum and designing professional development to improve educational goals and objectives set forth by principal, assistant principal and department chairs. Responsible for management of the information system that provides diagnostic, prescriptive, and evaluative data regarding individual learning achievement, policy and decision-making process on matters affecting Discovery Prep.
- Evaluation & Supervision
  Assumes overall responsibility for assistant principals and other certificated and classified personnel as indicated in organizational chart. Responsible for selecting, assigning, and evaluating all certificated and classified personnel assigned to the school. Ensures that all school activities are adequately planned and supervised and that oversees the day-to-day operations of the school.
- Finance & Reporting
  Assumes overall responsibility for the safeguarding and expenditure of student related funds. Prepares budget in conjunction with the CFO, assistant principals and department chairs. Provides supervision of records and reports as required by the State of California for all state funded programs.

Assistant Principal of Operations and Activities

The Principal will recruit, interview and recommend candidates to the Board of Directors for the position of Assistant Principal. Selection of Assistant Principal will be based on proven experience in educational leadership, educational vision, and demonstrated ability in program design or development. Qualifications for this position include: bachelor’s degree or master’s preferred, teaching credential, administrative services credential preferred, and successful teaching experience. The Assistant Principal will:

- Report to the Principal
- Support day-to-day operations of the school.
- Coordinate and implements crisis management plans including emergency evacuations and lock-downs.
- Creates and implements school policies and procedures regarding student activities.
- Coordinates testing including CELDT, CAHSEE, and STAR.
- Ensure implementation of instructional program, including planning and internal assessment.
- Assist with student discipline.
- Assume management of the school in absence of the Principal.

Assistant Principal of Counseling and Student Services

The Principal will recruit, interview and recommend candidates to the Board of Directors for the position of Assistant Principal. Selection of Assistant Principal will be based on proven experience in educational leadership,
educational vision, and demonstrated ability in program design or development. Qualifications for this position include: bachelor’s degree or master’s preferred, teaching credential and pupil personnel services credential, and successful teaching experience. The Assistant Principal will:

- Report to the Principal
- Organize and administer a comprehensive school counseling program that promotes academic, career and personal/social development of all students.
- Facilitate communication between parents, teachers, administrators and community agencies.
- Promote parent participation, community partnerships, and activities that support student achievement and are linked to instructional goals.
- Monitor student achievement, behavior and attendance on the school-wide level to facilitate appropriate interventions.
- Oversee Special Education program
- Assist with student discipline
- Assume management of the school in absence of Principal.

**College Counselor**
Minimum qualifications for counselors include a bachelor’s degree and a clear pupil personnel services credential. A master’s degree and teaching experience is preferred. The College Counselor will:

- Create and execute a master schedule that ensures all students take and pass all UC/CSU “a-g” required courses by the end of senior year.
- Plan all college admissions activities including, but not limited to college visits, college related testing, and college application/financial aid related processes.
- Provide college application and financial aid workshops.
- Inform students, administration and parents of students who require remediation in order to complete graduation requirements.
- Create and oversee the delivery of college preparation and testing preparation curriculum for Advisory

**Parent & Community Liaison/PSA Counselor**
Minimum qualifications include a bachelor’s degree, proficiency in English and Spanish, and experience working with parents. Master’s degree, pupil personnel services credential and teaching experience is preferred. The Parent & Community Liaison will:

- Organize and plan parent involvement program.
- Facilitate Parent Advisory Council, the parent leadership group.
- Provide intervention for students with attendance or behavioral issues.
- Provide school-based counseling services to families.
- Increase communication between the home and school.

**Teachers**
Teachers will be selected by the Principal, Assistant Principal and Department/Grade Level Chairs. Discovery Prep shall hire NCLB highly qualified teachers that are committed to education and the mission of the school. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, and subject matter expertise. Although teachers are expected to have additional qualifications, the minimum criteria for consideration include: B.A. or its equivalent in subject area commonly taught in a public school, a California State credential, or out-of-state credential approved by the State of California’s Commission of Teaching. Teachers who earned their credentials before CLAD was embedded, must have received their CLAD certification. Teachers without credentials are eligible to teach noncore courses and must meet the criteria set forth by the California Commission on Teacher Credentialing and NCLB guidelines. Teachers will:

- Provide a quality, enriched and integrated standards based curriculum.
● Create daily lesson plans, unit plans, skill binders, and pacing plans.
● Create an academic learning environment that is rigorous and college preparatory.
● Establish a safe and effective learning environment with strong classroom management and high student engagement.
● Provide a continual assessment of student progress and maintain records. Use a wide variety of data sources to assess student performance towards content goals, school and state benchmarks, and internal standards based assessments.
● Provide remediation to students when possible.
● Continue to work on professional growth, including clearing credentials, attending conferences and school-wide and external professional development, and pursuing masters degrees.
● Strive for continuous and open communication with parents and community members.
● Participate in ongoing peer and administrator evaluations.
● Demonstrate professional performance including regular, punctual attendance, meeting timelines for academic materials, grading, and test readiness.
● Actively enforce school rules and policies.

**Fiscal Manager**
Directs and reviews the financial, business, and plant operations of the school. Qualifications for this position include a degree in business and/or accounting and experience with financial oversight, organizational management, and internal controls. This position reports directly to the Board of Directors and maintains the following:

- Business – Insurances, Leases, and Contracts, Purchasing and Inventory
- Funding/Reporting – Applications for and record keeping of Federal, State, and local funding.
- Human Resources – Payroll, Quarterly/Annual Payroll Tax Returns, Compliance Requirements, and Employee Benefits.
- Plant Operations – Capital Improvements and Contractual Repairs and Maintenance.

**Office Personnel**
Qualifications include: knowledge of English composition, basic arithmetic, office practices and procedures, operation of various office machines, Microsoft office, and web browsing. Office personnel should have the ability to organize files, keep accurate records, implement school procedures, order supplies, prepare correspondence, provide English/Spanish translation and work effectively with employees, students and the public.

**Custodial Staff**
Custodial staff should have the training and experience to provide campus beautification, facilities maintenance and repairs, stock supplies, and maintain restrooms and grounds.

**Evaluations**

**Teachers:**
- Teachers will be evaluated at least three times during the school year by an administrator. They will also be observed informally by department chairs, professional consultants, and administrators. The purpose of the review is to evaluate progress toward the employee's personalized plan and professional growth program as well as evaluate continued progress toward the goals and outcomes set forth in the Teacher Expectations. The review will note good work, areas for improvement and skill development, deficient work and a clear plan for improvement. Teachers are evaluated using Charlotte Danielson’s Framework for Teaching.
• The Principal (or Principal’s designee) will look at student data, including grades, academic rigor of instruction and planning, state test score performance in order to assess what the teacher is doing to help students progress towards proficiency. If issues are determined, the principal summon the teacher and create an improvement plan. If the improvement plan is not met, the Principal will have the right to terminate a teacher, regardless of his or her tenure at the school.

• The Principal (or Principal’s designee) will look at each teacher’s ability to control student conduct and behavior in all classrooms. If the teacher has consistent classroom management issues, the Principal will develop an improvement plan. If the improvement plan is not met, the Principal will have the right to terminate a teacher, regardless of his or her tenure at the school.

• The Principal (or Principal’s designee) will assess each teacher’s professional conduct, including attendance and formal academic duties, including inputting attendance and grades. If issues are determined, the principal will create an improvement plan. If the improvement plan is not met, the Principal will have the right to terminate a teacher, regardless of his or her tenure at the school.

Administrative Employees and Classified Staff:

• Staff and administrators will be evaluated at least once each school year. Administrators and classified staff will be evaluated by the Principal. The purpose of the review is to evaluate progress toward the employee's personalized plan and professional growth program as well as evaluate continued progress toward the goals and outcomes set forth in the individual's job description. The review will note good work, areas for improvement and skill development, deficient work and a plan for improvement.

• The Principal (or Principal's designee) may conduct additional evaluations of an informal or unannounced nature.

• The Principal/Executive Director and the Chief Financial Officer will be evaluated at least once each school year by the Board of Directors, and will determine his or her progress toward the goals and outcomes set forth by the governing board at the outset of the school year.

Response to Evaluations

• All employees may make written objections to written evaluations within one (1) week of receipt by stating areas of disagreement. These objections will be attached to the evaluation and kept in the employee's personnel file.

Problem Solving Procedure

Discovery Prep strongly encourages all employees to discuss any work-related problems or concerns with their direct supervisor or the Principal. Working out problems early or when they are small often prevents misunderstandings that occur when communications break down. Our experience has shown that when employees deal openly and directly with colleagues, the work environment can be excellent, communications can be clear, and attitudes can be positive. In the event a complaint or grievance cannot be resolved in this manner, employees can:

• Report the issue to their immediate supervisor if communication with the other person is not possible or has proven to be ineffective. The supervisor will talk to both parties to address the issue. A record of the conversation will be noted by the supervisor. If the issue is with the immediate supervisor, the employee may report the issue to another administrator.

• If the issue still persists the supervisor and involved parties will meet with the Principal to solve the issue. The Principal may take disciplinary action as necessary to resolve the issue. All disciplinary action will be in written format and will be placed in the affected employee's personnel file.

• Failure to adhere to the action plan instituted by the Principal may result in additional disciplinary action.

• Issues with the Principal may be brought to the Chairman of the Board or a board designee for resolution.
At-will Employment

- All employees are employed on an "at-will" employment basis. This means that the employee may terminate employment with Discovery Prep at any time with or without cause or advance notice. It also means that Discovery Prep may terminate the employee at any time with or without cause or advance notice. Discovery Prep also has the right to promote, demote, transfer, assign or reassign administrative employees to different jobs or duties. Although other terms and conditions of employment may change, this employment at-will relationship will remain in effect throughout employment at Discovery Prep.

Element 6: Health and Safety Procedures

In order to provide safety for all students and staff, Discovery Prep has implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. Discovery Prep will comply with all health and safety laws and regulation that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the California Healthy Schools Act.

Facility

The school will operate at the following facility:
12550 Van Nuys Blvd Pacoima, CA 91331
Pacoima, CA 91331

Discovery Prep will comply with: state building codes, federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Asbestos Management

The charter school shall occupy facilities that 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.

Pest Management

Discovery Prep will comply with applicable provisions of the Healthy Schools Act, including its requirements regarding pest management, and comply with the District's policy focusing on long-term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest-management techniques.

Discovery Prep will manage maintenance and operations according to the following plan:

Routine Repair and Maintenance, Major or Deferred Maintenance, Preventive Maintenance, Building Equipment Operations, Alterations and Improvements:
A maintenance employee or independent contractor will assess the facilities on a daily basis to determine what, if anything, requires repair or maintenance, and will conduct such repairs or maintenance on his or her own if possible, or consult the Executive Director if additional help from outside providers is required.

Custodial Services

Custodial services will be provided on a daily basis by an independent contractor or employee of the school.

Gardening, Landscaping and Tree Trimming

These services will be provided by the lessor as part of its lease agreement with the school.
Utilities
Water will be provided by the lessor as part of its lease agreement with the school.

Pupils and Staff
*California Education Code 47605 (b) (5) (F)* by following the provisions and procedures to ensure the health and safety of pupils and staff, as described in *Section 44237*, by requiring that:

- Employees of the school will be required to submit to criminal background checks by both the Department of Justice and the FBI prior to beginning work at the school as required by Ed. Code 44237 and 45125.1.
- Employees will submit fingerprints to the Department of Justice via Live Scan processing.
- New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.
- An employee will not be permitted to work at the charter school until the charter school receives clearance from the Department of Justice regarding that employee.
- Employees must comply with all applicable laws governing charter schools, including furnishing the school with a criminal record summary where applicable.

Immunizations, Tuberculosis Testing and Screening

- All enrolling students, faculty, staff and volunteers are required to provide records documenting immunizations as would be required if the pupils attended a non-charter public schools pursuant to *Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.*
- Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests using the Mantoux tuberculosis test.
- Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by *California Education Code Section 49406.*
- All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Safe and Drug-Free School
- A policy establishing Discovery Prep as a drug, alcohol and tobacco free workplace.
- The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

Medication in School
Discovery Prep will adhere to *California Education Code Section 49423* regarding administration of medication in school.

Emergency Preparedness
Discovery Prep’s Emergency Preparedness Handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Emergency Plan:
- Discovery Prep has an evacuation plan in case of fire or earthquake.
- Emergency cards are available in the Administration building and with the Principal.
- In the case of an emergency, all teachers and designated staff take with them the Emergency Folder containing: classroom rosters, routes to follow when exiting classroom and procedures of where to go, copy of emergency plan and procedures with assigned duties.
- If a designated person listed is not present, there are two back-ups indicated so that all necessary roles will be filled in case of an emergency.
School Safety Plan
● There is a school safety plan and school staff is trained annually on the safety procedures outlined in the plan.

Fire Safety
● Discovery Prep agrees to test fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
● Discovery Prep is required to conduct fire drills monthly

Auxiliary
Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL- OSHA, the California Health and Safety Code, and the EPA.

Field Trips
● All Discovery Prep personnel are required to:
  o take a first aid kit on the field trip
  o retain copies of the permission slips with the most updated information
  o leave a copy of Permission slips in the office with the Attendance Clerk

Athletic Events
● Coaches are required to:
  o leave list of students participating in Main Office with Attendance Clerk.
  o take a first-aid kit with them.
  o carry copies of emergency information for each participating student.

Security
● All out of classroom personnel have been issued walkie talkies for purposes of communications.
● DP also has insured that all students and staff have completed emergency cards.
● The DP campus is staffed by two security personnel from 7:00 am – 4:00 pm and afterschool, one armed off-duty or retired police officer from 3:30 pm -7:00 pm each day to assist with the after school activities. After school security is armed and has law enforcement background due to the high crime rate of our neighborhood.

Comprehensive Sexual Harassment Policies and Procedures
Discovery Prep has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school including employee to employee, employee to student, and student to employee misconduct.

Role of Staff as Mandated Child Abuse Reporters
All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws. All mandated reporters with actual knowledge or reasonable suspicion of child abuse/neglect must: 1) Call the appropriate local law enforcement department or the Department of Children and Family Services (DCFS) immediately, or as soon as practically possible, and 2) Submit the written report to the agency called within 36 hours of receiving the information and inform the Principal that a report has been made.

Insurance Requirements (LAUSD-Specific Language)
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 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 (LAUSD-Specific Language)
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 (LAUSD-Specific Language)
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 attorney’s 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 attorney’s 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.

Discovery Prep will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Discovery Prep 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.

Discovery Prep, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Discovery Prep 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

Discovery Prep is committed to recruiting a diverse student body that reflects the racial/ethnic balance reflected in the demographics of Pacoima and the surrounding community. To that end, Discovery Prep actively publicizes the school and information about enrolling in the school by distributing fliers throughout the community. To that end, Discovery Prep actively publicizes the school and information about enrolling in the school by distributing fliers throughout the community, in the months of March, April, May, and June of the current school-year for prospective students for the following year. Fliers are distributed in both Spanish and English throughout the year at numerous events. Fliers include information on when meetings are held for prospective parents and how to enroll at the school. Fliers are distributed within the area of the school to ensure the target population, the Northeast San Fernando Valley, is notified, as well as to the surrounding District at large. Fliers will be distributed at schools, community organizations, churches and other leadership organizations. Students in the immediate area include those coming from: Bert Corona Charter School, Maclay Middle School, Pacoima Middle School, and Community Charter Middle School. These students would generally otherwise attend San Fernando Senior High School, Sylmar Senior High School or John Francis Polytechnic High School. In addition to flier distribution, Discovery Prep actively provides parents and students from diverse ethnic and cultural background the opportunity to enroll at DP through broadcasting enrollment information on channel 22, a Spanish-language independent station.

Discovery Prep will not discriminate against any student on the basis of ethnicity, national origin, gender, physical, mental or learning disability (religion, race, color, medical condition, sexual condition, sexual orientation)

No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students (LAUSD-Specific Language)

The District and Discovery Prep 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. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). Discovery Prep 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 Discovery Prep shall have the right to continue attending Discovery Charter Preparatory until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Discovery Prep shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Discovery Prep will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Discovery Prep will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 Discovery Prep under the NCLB-PSC program increases in subsequent years, Discovery Prep agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance (LAUSD-Specific Language)

As a recipient of federal funds, including federal Title I, Part A funds, Discovery Prep has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal
grant programs. Charter school understands that it is a local educational agency (LEA) for the purposes of federal compliance and reporting purposes.

Discovery Prep agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act 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 Educational Agency (LEA) Plan to the CDE.
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program.
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

Discovery Prep also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

**Court-Ordered Integration (LAUSD-Specific Language)**

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 the Office of 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 LAUSD’s ethnic goal which is within a 70:30 or 30:70 ratio.

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.
Element 8: Admissions Requirements

Admission to Discovery Prep shall be open to any California resident. Discovery Prep actively recruits a diverse student population from the vicinity of Pacoima; a student population that is historically low-achieving and economically disadvantaged. Recruited students are encouraged to understand and value the school's mission and commit to the school's instructional and operational philosophy.

- If maximum enrollment is met, a lottery will be held.
- 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.
- Discovery Prep will include specific information in 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. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
- The school will adhere to federal laws relating to the maintenance, confidentiality and release of pupil records.
- Discovery Prep will be non sectarian in programs, admission policies, employment practices and other operations.
- Discovery Prep will not charge tuition.
- Discovery Prep will not require any child to attend a charter school nor any employee to work at a charter school.
- Discovery Prep will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirement or the student is an individual with Exceptional Needs (IWEN).

Steps to Enrollment for Prospective Incoming Students:

Step 1: Interested parents and students fill out a space request card.
- Each space request card will have a receipt that should be kept in a safe place as proof that a space request has been filled out.
- If a space request is lost by the school, only the receipt will prove that the space request was obtained. Space request forms are available all year and may be submitted at any time.

Step 2: Once enrollment for the next school year begins, the school invites all students and parents who filled out a space request card to an informational meeting. The meeting will also be open to interested students and parents who did not fill out a request card, where parents are also notified that their presence is important during the meeting.
- The meeting will also be advertised on Discovery Prep's website.
  - Check Discovery Prep's website (www.discoveryprep.org) or call the school at 818-897-1187.
- The first informational meeting will generally take place in March for enrollment the following year.
• Also, the option of attending the meeting in April, May or June will be offered to parents if they are unable to make the first meeting. Nonetheless, a parent’s presence at the informational meeting will in no way impact the student’s enrollment or admission status.
• Informational meeting will provide an overview of the school’s philosophy and expectations its students and will be held in the evening.
• Multiple informational meetings will be held throughout the year as needed until school’s capacity is reached.

Step 3: If a lottery will not be necessary, students and parents will be asked to fill out an official enrollment application after being admitted to the school.

In the event the number of interested students exceeds school’s capacity, the school will hold a public random drawing to determine who will be enrolled at the school. All student names will be written on equally sized pieces of paper and placed in receptacles and a designated school employee will pull as many papers out as there are spaces available at the school. Existing students and students who reside in LAUSD boundaries will receive preference.

• Each public random drawing will open with a school administrator announcing the rules to be followed during the lottery process.
• Members of the public are invited to observe the public random drawing process.
• At least one additional school administrator will observe the process to ensure fairness.
• The public random drawing will occur in the school’s Social Hall in the evening hours.
• Once capacity is reached, the remaining students will be placed on a wait-list in the order that their name is drawn.
• The school will keep official public notifications and parent notifications of the student’s lottery selection on file for one year from date of lottery.
  ○ Students whose names are pulled out in the drawing will be given an application to submit and must follow the remaining steps to enrollment (see above).
  ○ Once capacity is reached, the students whose names remain in lottery receptacle will be placed on a wait-list in the order that their name is drawn.
  ○ If spaces open during school year and no students remain on wait-list, students will be admitted on a first come first served basis.

In the event a student is promoted off the wait-list, the student and parent will be contacted at the telephone number and/or e-mail address and/or mailing address listed on their space request card. If the student or his parent or guardian fails to respond to the school within two business days of notification, the next student on the wait-list will be contacted and given two days to respond, and so on until all spaces are filled.
Element 9: Annual Independent Financial Audits

Discovery Prep will engage an approved accounting firm to conduct an annual audit. Any exceptions or deficiencies will be discussed with the Board of Directors. An appropriate action plan will be created and issues will be addressed within 45 days of the auditor’s notification. Discovery Prep will submit its certified audit to all required agencies by December 15 of the fiscal year following the audited fiscal year.

District Oversight Costs (LAUSD-Specific Language)
The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school /facilities use agreements.

Balance Reserves
Additionally, 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 (LAUSD-Specific Language)
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 (LAUSD-Specific Language)
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

● Charter School is subject to District oversight.
● The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
● The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal management.

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
● Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the district may conduct the audit upon 24-hours notice.

Discovery Prep will develop and maintain internal fiscal control policies governing all financial activities.

**Element 10: Suspension and Expulsion Procedures (LAUSD-Specific Language)**

**Discipline Policy**

The Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students and faculty members at the Discovery Charter Preparatory School. It is a progressive discipline policy that is reviewed by the Board of Directors, administrators, teachers and PAC (Parent Advisory Committee) each year. Discovery Prep strives to provide a safe, healthy school environment where students are free to concentrate on learning. The Discovery Prep discipline policy is included in the Student/Parent Handbook that is sent home in the beginning of each year.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Discovery Prep’s policy and procedures for student suspension and expulsion.

Alternatives to suspension or expulsion will be utilized with students who are truant, tardy, or otherwise absent from assigned school activities. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Charter School 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.

Charter School 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 ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion 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 Innovation and Charter Schools Division immediately or as soon as practically possible, containing:
- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- 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 student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Corporal punishment shall never be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. 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 Discovery Prep administration 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 policies and procedures are available upon request at the Principal’s office.

Suspended and/or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 anytime, including but not limited, to any of the following: a) while on school grounds; b) while going to or leaving school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Reasons a student may be recommended for suspension or expulsion include,

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or
intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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 sane as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. 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.

As specified in Education Code Section 48915(c), a student shall be immediately suspended and recommended for expulsion for the following mandatory reasons:

- Possessing, selling, or otherwise furnishing a firearm. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possession of an explosive
To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the student and/or others.

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

- Causing serious physical injury to another person except in self defense.
- Possession of any dangerous object (such as a firearm, knife, or explosive)
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c)
- Robbery or extortion
- Assault or battery upon any school employee

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 school employee who referred the student to the Principal. 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 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, 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 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 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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. The maximum number of days a student can be suspended for in one year is 20 days.

4. Suspension Appeals

All suspensions are at the discretion of the Principal or the Principal’s designee. Parent/Guardians are notified in advance to the enactment of the suspension or expulsion and can appeal a student’s suspension. All appeals must be submitted in writing to the Principal and will be heard by the Discovery Prep Board of Directors. The decision of the Board of Directors will be final.

D. Expulsion Procedures

The Expulsion Panel and the Board of Directors have the authority to expel a student.

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 determinations: 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.

Expulsion Hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school principal determines that the student committed an act subject to expulsion. The expulsion hearing will be presided over by an Expulsion Panel of one Board member, one administrator not involved in the case and one teacher who does not currently teach the student.

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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Discovery Prep’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.

E. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Discovery Prep may, upon finding a 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 the Discovery Prep Board of Directors, expulsion panel, or the hearing officer. 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 (e) elect to have the hearing closed while testifying.

2. Discovery Prep must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the bearing room to facilitate a less intimidating environment for the complaining witness.

5. The person 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, Discovery Prep must present evidence that the witness' presence is both desired by the witness and will be helpful to Discovery Prep. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the 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 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 circumstances 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.

F. 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.

G. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by substantial evidence 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 Expulsion Panel or Discovery Prep Board of Directors, 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 accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Expulsion Panel shall be in the form of written findings of fact.
If the expulsion hearing panel decides not to expel, the pupil shall immediately be returned to his/her educational program at Discovery Prep.

H. Written Notice to Expeel
The Principal or designee following a decision of the Expulsion Panel to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the 
student seeks to enroll of the student's status with the Discovery Prep

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's 
district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

I. Disciplinary Records
Discovery Prep shall maintain records of all student suspensions and expulsions at the Charter School. 
Such records shall be made available to the District upon request.

J. Appeals
Expulsions are recommended by the Principal and decided by the Expulsion panel. Parent/Guardians are 
notified in advance to the enactment of the expulsion and can appeal a student’s expulsion. Any appeals 
may be presented to the Discovery Prep Board of Directors within 5 working days. The appeal will be heard 
by the Discovery Prep Board of Directors minus the board member who was part of the Expulsion Panel. 
The board will make a decision within 10 days of receiving the appeal. The decision of the Board of 
Directors will be final. All appeals must be submitted in writing to the Principal.

K. Expelled Pupils/Alternative Education
Discovery Prep will assist parents in seeking alternative education programs due to expulsion including, but 
not limited to, programs within the County or their school district of residence.

Outcome Data
Charter School 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. 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. The Charter School is 
responsible for reinstating the student upon the conclusion of the expulsion period.

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 Program

Discovery Prep's Board of Directors will determine salaries, benefits, working conditions and other related items (calendars, holidays, vacations, work days and year) by July 1st before the start of the next school year.

- Salaries will be competitive with LAUSD's pay scale for its teachers.
- Salaries for support staff and administration are based on available data regarding competitive market rates.
- All Discovery Prep employees participate in a mandatory private 403(b) Thrift Plan in lieu of paying into social security. Thus, Discovery Prep's employees are not covered by STRS, PERS, or Social Security. All Discovery Prep employees are required to contribute a minimum of 8.0 percent of their annual salary into the plan in lieu of paying into social security. Discovery Prep likewise contributes 8 percent of each staff member's salary into the plan. The plan is managed by a benefits administrator and the Board of Directors who will ensure that appropriate arrangements for the plan are in effect. Discovery Prep may offer additional, optional retirement programs as approved by its Board of Directors. Discovery Prep also contributes the legally required amount to Medicare on behalf of all of its employees.
Element 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district that chooses not to attend charter schools." Ed. Code § 47605 (b)(5) (L)

- Pupils who choose not to attend Discovery Prep may choose to attend other public schools in their district of residence or pursue an inter-district-transfer in accordance with existing enrollment and transfer policies of the district.
- Parent(s) or guardian(s) of pupils enrolled at Discovery Prep shall be informed that the pupil has no right to admission in a non-charter District school as a consequence of enrollment in the charter school. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.
Element 13: Post Employment Rights of Employees

All employees of Discovery Prep shall be considered the exclusive employees of Discovery Prep and not of any school district unless otherwise mutually agreed in writing. Accrued sick leave or vacation leave earned at another school district shall not be transferred to Discovery Prep.

A former employee of any school district shall have the following rights:

- Any rights of return to employment a school district may specify.
- Discovery Prep shall be the exclusive public school employer for purposes of the Educational Employment Relations Act ("EERA"). Thus, the collective bargaining contracts of local school districts shall not be controlling.
- 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. (LAUSD-Specific Language)
Element 14: Dispute Resolution Procedures

Dispute Resolution Process for Charter School
Discovery Prep’s Board of Directors will adopt policies and processes for airing and resolving internal and external non district disputes. Discovery Prep’s governing board will propose corrective action for the dispute.

Dispute Resolution Process for Charter School and District (LAUSD-Specific Language)

The staff and governing board members of Discovery Prep 2 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Discovery Prep 2, 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 Discovery Prep 2 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 by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

   To Charter School:
   Discovery Charter Preparatory  2
   c/o Dr. Karen Smith
   12550 Van Nuys Blvd
   Pacoima, CA 91331

   To Director of Charter Schools:
   Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th 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 if (a) personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.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 request that the matter be resolved by mediation. Each party shall bear its own attorney’s 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: Exclusive Public School Employer

Discovery Prep is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. (EERA) Thus, the collective bargaining contracts of local school districts shall not be controlling.
Element 16: Closure Procedures

Revocation
The District may revoke the charter of Discovery Charter Preparatory School 2 if Discovery Prep 2 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 Discovery Charter Preparatory School 2 if the District finds, through a showing of substantial
evidence, that the Charter School did any of the following:

- Discovery Prep 2 committed a material violation of any of the conditions, standards, or procedures
  set forth in the charter.
- Discovery Prep 2 failed to meet or pursue any of the pupil outcomes identified in the charter.
- Discovery Prep 2 failed to meet generally accepted accounting principles, or engaged in fiscal
  mismanagement.
- Discovery Prep 2 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 Discovery Prep 2 in writing of the specific violation, and give the
Discovery Prep 2 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 (LAUSD-Specific Language)
The decision to close Discovery Charter Preparatory School 2 either by the Discovery Prep 2 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 (LAUSD-Specific Language)
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/caretakers of the enrolled
   students of the Discovery Prep will be issued by Discovery Prep 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 Discovery Prep 2 by registered mail within 72 hours of the
   decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the 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 Discovery Prep by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

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. 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 Discovery Prep by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure.
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
3. The students’ school districts of residence.
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure.
2. The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Discovery Prep 2 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 Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher 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 over-payment 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.

Discovery Prep 2 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 school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Discovery Prep 2. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Discovery Prep 2 will be the responsibility of the Discovery Prep 2 and not LAUSD. Discovery Prep 2 understands and acknowledges that Discovery Prep 2 will cover the outstanding debts or liabilities of Discovery Prep 2. Any unused monies at the time of the audit will be returned to the appropriate funding source.
Discovery Prep 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 Discovery Prep 2 participates, and other categorical funds will be returned to the source of funds.

Discovery Prep 2 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 Discovery Prep 2 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 Discovery Prep 2 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 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 Discovery Prep’s right to operate as a Charter School or cause Discovery Prep to cease operation. Discovery Prep and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Facilities (LAUSD-Specific Language)**

Pacoima, CA 91331

Names of District school sites near proposed location: San Fernando High School, Valley Regional #5
Proposed Charter School to be located within the boundaries of LAUSD.

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).
The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share, so long as this action does not violate Proposition 39. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable
building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School 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 Occupancy 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.
Appendix A: Parent Activities - Summary of Parent Meetings for 2011-2012

All Discovery Prep parents are notified of the monthly Parent Meetings by distribution of the yearly calendar sent in the annual August mailer in anticipation of the opening of each school year. In addition, prior to each meeting, a phone call is made to parents informing them of the monthly parent meeting.

September 14, 2011
Distribution of School Student/Parent Handbook, review contents of handbook and answer parent questions. Presentation:
1. What is your role as a Parent? Show Employment and Education Rates.
2. School and parents are partners.

October 12, 2011
Back to School Night – Parents visit classrooms according to a schedule, teacher’s present syllabus and expectations. Presentation:
1. Erickson’s stages of Development.

November 9, 2011
Presentation:
1. Positive Motivation and Discipline.
2. Family Literacy.

December 14, 2011
Parent/Teacher/Student Potluck.

January 18, 2012
Presentation:
1. Helping Your Child be Successful at School.
2. Drugs/Alcohol.

February 8, 2012
Presentation:
Teen Relationships

March 14, 2012
The Parenting Team: consistency between caregivers, couples and single parents, when caregivers disagree and when to seek counseling.

April 18, 2012
Open House

May 9, 2012
Presentation:
Prepare your child for State-Testing.

June 13, 2012
BINGO- summarizes important topics of each parent monthly meeting
## Appendix B: ICSD Charter School Academic Performance Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y5 Renewal</th>
<th>Discovery Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>Greater than or equal to 700</td>
<td>726 (2011)</td>
</tr>
<tr>
<td>API Growth</td>
<td>50/1st term, or any positive growth for schools with API 800+ the final 2yrs. of term</td>
<td>2007 API-614, 2011 API-726</td>
</tr>
<tr>
<td></td>
<td></td>
<td>112 point growth</td>
</tr>
<tr>
<td>% students proficient or above on ELA CST</td>
<td>Greater than or equal to median of resident schools and greater than or equal to 30%</td>
<td>38% (2011 CST)</td>
</tr>
<tr>
<td>% students proficient or above on Math CST</td>
<td>Greater than or equal to median of resident schools</td>
<td>16% (2011 CST)</td>
</tr>
<tr>
<td>Similar Schools Ranking</td>
<td>Greater than or equal to 6</td>
<td>7 (2010)</td>
</tr>
<tr>
<td>Program Improvement Status</td>
<td>Not in PI</td>
<td>Not in PI</td>
</tr>
<tr>
<td>EL Reclassification</td>
<td>3yr school average is greater than or equal to 3yr district average</td>
<td>21.3% 3 yr average (based on 07-10 data)</td>
</tr>
<tr>
<td>Four-Year Cohort Graduation Rate</td>
<td>Greater than district average</td>
<td>89.7% (2010)</td>
</tr>
<tr>
<td>College Readiness</td>
<td>% graduates meeting A-G requirements is greater than 80%</td>
<td>100% of DP graduates</td>
</tr>
</tbody>
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