



**Alliance College-Ready
Academy High School #18**

Washington Prep High School Area

**Charter Petition Submitted to the
Board of Education
of the Los Angeles Unified School District**

**Request for Five-Year Term
July 1, 2011 to June 30, 2016**

PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as "the Alliance") is submitting this renewal petition to the Los Angeles City Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter renewal approval for a period of five years from July 1, 2011 to June 30, 2016.

"In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, College-Ready Academy High School #18 (hereinafter referred to as "College-Ready Academy High School #18" or abbreviated as "CRAHS #18") will offer a comprehensive learning experience that is designed to serve the needs of such students.

DISTRICT PRIORITIES IN GRANTING CHARTERS

College-Ready Academy High School #18 meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. **College-Ready Academy High School #18** is a secondary school that will serve an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. **College-Ready Academy High School #18** is a school that will serve in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. **College-Ready Academy High School #18** proposes to implement an innovative small school design focused on personalizing students' education that will support the District's goals for improving performance in secondary schools.
4. The facility for **College-Ready Academy High School #18** is financially supported by the Alliance, a non-profit organization.

AFFIRMATIONS AND ASSURANCES:

College-Ready Academy High School #18 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 CRAHS #18 and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, 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.

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INTRODUCTION

Purpose

This is a petition submitted by the Alliance College-Ready Public Schools requesting approval of a five-year renewal charter for College-Ready Academy High School #18 (also referred to herein as “CRAHS #18, Alliance Technology and Math Science High School, and charter school”) a public charter school that serves 550 grade 9 – 12 students in the South Los Angeles community on a 190-day, single track, non-year-round calendar. The school plans to open for supplemental instruction on August 8, 2011 through August 12, 2011. The first official day of regular instruction for the 2011-2012 school year will be August 15, 2011 and the last day instruction will be Thursday, June 7, 2012. CRAHS #18 is located within the boundaries of LAUSD. If District facilities are used during the term of this charter, CRAHS #18 shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance and Operations.

College-Ready Academy High School #18 is an independent public charter school developed by the Alliance College-Ready Public Schools, a non-profit organization that will work with the Los Angeles Unified School District to help provide solutions to overcrowding, to improving academic performance and college-readiness in high schools. CRAHS #18 will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement. College-Ready Academy High School #18 will provide another educational option for parents as provided in *No Child Left Behind*.

The purpose of College-Ready Academy High School #18 is to establish and maintain the highest quality educational program for high school students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced student performance on state standards and on preparing all students to enter and succeed in college.

Mission

The mission of the College-Ready Academy High School #18 is to operate a small high performance school that will prepare all students to graduate and prepare all students to enter and succeed in college.

Vision

The vision of the College-Ready Academy High School #18 is to create a highly accountable model of innovation with highly qualified teachers guided by core principles that are based on what research has shown to be best educational practices and to serve as a research and development model for the District and other public schools.

CRAHS #18 will consistently demonstrate student readiness for success in college with a high success rate in student proficiency on state academic standards, 100 percent success rate in passing high school exit exams, and dramatically reducing the dropout rate to less than 10 percent, and achieving a 100% success of students enrolled for at least four years who will graduate ready to successfully enter college.

Values/Beliefs

The core values of the College-Ready Academy High School #18 reflect¹ best practices researched in high performing schools that consistently produce well-educated, urban, students prepared to enter and succeed in college. College-Ready Academy High School #18 will be organized in such a way as to insure the following:

- Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
- Student Engagement – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.

¹Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart*.

- College Readiness for All Students – All students, including students in historically underachieving communities can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. All students must pass the A-G college entrance course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.
- Increased Time for Learning - All students must have sufficient time in school to learn successfully. The school will offer a school year of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time will be structured in longer blocks of time to allow for focused in-depth learning.
- Services for English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies will be provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English.
- How Students Learn Best – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.
- Integrated Technology – Students and teachers will have adequate access to technology so that it can be used it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.
- Principal Leadership –Our schools must have an exemplary principal who is a capable instructional leader and entrepreneur in managing resources. We believe that the best way to develop exemplary principals will be through in depth leadership training and apprenticeships with principals who have demonstrated success in their schools.
- Highly Qualified Teachers – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we will search for and develop these skills. Our teachers will work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.
- Parents as Partners – Parents will be meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they must support the goals of the school through their voice and through volunteering.
- Authentic Ongoing Assessment – There will be multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, interim assessments and student led conferences as well as mandated standardized on-demand assessments.
- Accountability for Results – The principal will be responsible and accountable to the Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices insuring that each and every student gets what they need to achieve their individual and school performance goals.

“A Typical Day at College-Ready Academy High School #18”

A visitor to our school would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

Students arrive by 7:30 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college with college pennants displayed throughout the school and in classrooms.

On regular schedule days, students are seated in their classrooms ready to begin their advisory period by 7:45 a.m. Their advisory teacher and the same small group of 15 to 20 students, who will be their school family advisory group for four years, welcome them. In the advisory period no student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students’ counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 25 students that are small enough to insure that each student receives individual attention. Students begin work immediately upon entering each classroom. Teachers begin each period by recording attendance on their laptop computer using PowerSchool, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including textbooks, integrated use of technology with access to the internet, and by connecting learning to real life applications through extended projects. Courses offered include A-G requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include Advanced Placement and honors classes.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school’s selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school’s health program. Following nutrition, all students begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period through out the campus and hallways takes place within 3 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. Student groupings vary based on whether students are taking Spanish for native or non-native Spanish speakers, whether they are in Algebra or Geometry in the ninth grade. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with “sheltered English” instructional strategies based on individual needs.

All students participate in a 30-minute lunch period before the last instructional period of the day. Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessment receive individual tutoring based on their individual learning plan in math through Carnegie Math Cognitive Tutor software and university student volunteers and/or in English language arts in after school or in Saturday classes. Extra curricular activities after school and on Saturdays include Alliance Riordan Scholars program, student interest clubs, cheerleading, and competitive sports practice for intramural competitions.

Any student interviewed will proudly tell visitors, “I’m getting ready for college.” They are likely to be the first in their family to have the expectation and the opportunity to go to college.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

The address of the Charter School is TBD.

The phone number of the Charter School is 213-943-4930.

The contact person for the Charter School is VP of Schools Marcee Seegan.

The term of this charter shall be from July 1, 2011 to June 30, 2016.

The grade configuration is 9-12.

The number of students in the first year will be 135.

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

The scheduled opening date of the Charter School is 8/8/11.

The admission requirements include: any incoming 9th grade student.

The operational capacity will be 570.

The instructional calendar will be: See page 70.

The bell schedule for the Charter School will be: See page 70.

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

College-Ready Academy High School #18 will provide a sound educational program for all students in attendance through its rigorous college preparatory curriculum, its culture of high expectations for all students, highly qualified teachers, and its principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

Who College-Ready Academy High School #18 is Attempting to Educate

College-Ready Academy High School #18 is an independent senior high charter school that serves students in grades 9-12 providing an alternative choice of quality education in the Washington Prep High School community. The community contains a large, underserved, urban student population. High school and middle school students in the surrounding area attend overcrowded schools, many on a multi-track year round schedules. College-Ready Academy High School #18 seeks to recruit students from middle schools listed and to relieve overcrowding and improve academic performance in the following school communities as a priority.

DEMOGRAPHIC INFORMATION FOR 2009-2010 Washington Prep High School Surrounding School Demographics PROSEPTIVE SITE

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
LAUSD High Schools														
Washington Prep HS	2130	No	Yes (Year 5)	Yes	No	546	1	1	86.6%	15%	21.6%	50.0% AA	48.7% H	0.4% PI
Fremont HS	4470	Yes	Yes (Year 5)	Yes	No	552	1	2	85.1%	12%	41.1%	90.0% H	8.6% AA	0.2% W
Jordan HS	1547	No	Yes (Year 5)	*	*	*	1	4	78.4%	12%	35.9%	79.4% H	19.7% AA	0.2% A
Gardena HS	2806	No	Yes (Year 5)	Yes	No	587	1	3	67.5%	10%	16.9%	60.8% H	31.5% AA	2.9% A
LAUSD Feeder Middle Schools to Washington Prep High School														
Clay MS	945	No	Yes (Year 5)	Yes	Yes	637	1	3	82.7%	18%	40.3%	91.6% H	6.2% AA	1.3% W
Harte Prep MS	1221	No	Yes (Year 5)	Yes	Yes	633	1	2	84.2%	11%	28.0%	70.8% H	28.3% AA	0.5% AI
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Sub-group 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
Animo South Los Angeles Charter School	537	No	Yes (Year 1)	Yes	Yes	730	4	10	87.1%	6%	11.4%	55.7% H	43.4% AA	0.6% A
Health Services Academy HS	142	No	No	**	**	667	**	**	87.4%	9%	15.5%	54.2% H	45.8% AA	
Heritage College-Ready Academy HS	537	No	No	Yes	Yes	717	2	8	96.8%	4%	19.0%	82.9% H	16.8% AA	0.2% PI

Notes

* Jordan High School did not have a valid API 2010 score due to testing a significant proportion of the student population.

** Health Services Academy High School opened during the 2009-2010 school year. First year schools do not receive API targets or school rankings until the second year of opening.

Major Ethnicities: African American (AA), American Indian (AI), Asian (A), Filipino (F), Hispanic (H), Pacific Islander (PI), White (W)

Sources: California Department of Education Data Quest, LAUSD Report Card 2009-2010

The ethnicity of the students in the community is predominately Hispanic and African American. Historically, schools in this community have performed at API State rank 1 or 2 and generally are not meeting Adequate Yearly Progress requirements.

College-Ready Academy High School #18 is non-sectarian in its programs, admission practices, employment practices and all other operations. College-Ready Academy High School #18 does not charge tuition and does not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

Enrollment

College-Ready Academy High School #18 currently enrolls and plans to continue to enroll 568 students in grades 9-12 annually from 2010 to 2014. Each grade level serves approximately 135 students with an academic course pupil/teacher ratio of approximately 25:1.

Selection of Instructional Materials / Adequacy of Textbooks (Appendix N)

College-Ready Academy High School #18 attests that each pupil in the school has sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the principal, in consultation with the staff, identifies areas of need and orders texts and materials for the following year.

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, understands that talents can be turned into true skill, and that all human beings are equal and important.

The College-Ready Academy High School #18 curriculum, instructional methodology, and environment will prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with ²clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous.
 - 100% college readiness as a goal for all students.
 - Focus on developing proficiency in interpersonal skills; communication skills; critical thinking and high level proficiency in core content standards.
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn and designed to adapt to students' diverse learning styles.
- When learning is personalized to students' needs in a small school structure where students and teachers work together in small learning communities. When there are individual learning plans for students with additional learning time for students to accelerate or to enrich their learning and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.
- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff and students know and respect each other and each other's similarities and differences.

²Lauren Resnick, *Institute for Learning, Principles of Learning*
College-Ready Academy High School #18
Alliance College-Ready Public Schools

- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students' real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.
- When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child's education.

Core Values

College-Ready Academy High School #18 students, staff and community embrace five Alliance core values in establishing the culture of our school:

1. High Expectations For All Students
2. Small Personalized Schools and Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working with Parents As Partners

The culture of our school, in support of our core values, reflects:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

Curriculum and Instructional Methods to Ensure that Standards Are Met

The educational model for curriculum and instruction at College-Ready Academy High School #18 is guided by our core values, our beliefs about how learning best occurs and by ³best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for College-Ready Academy High School #18's curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards.

College-Readiness for All Students - All students, including students with a history of under-achievement will learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in college. All students will take and pass A-G college course requirements and will be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college. Our students will demonstrate the following competencies as evidence of readiness for success in college.

All Students will demonstrate proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects.

All students will pass the California High School Exit Exam as a graduation requirement. Students will demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including three years of laboratory science; three years of math including algebra and geometry; two years of history/social science; 4 years of college preparatory English; one year of foreign

³Best practices researched in successful high schools. See Bibliography (Appendix 1)

language; one year of visual/performing arts; and will participate in a college orientation preparatory summer institute during their junior or senior year.

All A-G courses of College-Ready Academy High School #18 are transferable to colleges/universities or other public schools. Parents receive notification of course transferability in all student recruitment and student enrollment materials.

Students in their junior year will take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. An individual learning plan will be provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.

Student performance data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II) is collected and analyzed to monitor student preparation for college level coursework.

College-Ready Academy High School #18 maintains a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information (through organizations including *Acción*, *College-Match*, *University of California College Prep Initiative* which includes variety of online AP and A-G courses taught by qualified teachers and meet California subject and UC admissions requirements; online tutoring provided by upper-class UC undergraduates and subject experts; AP exam prep sessions; access to free SAT/ACT test prep, and UC Gateways which offers career assessment and general college information) are presented to students, parents, and community members in parent academies, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance Parent Academy and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

University of California College Prep Online (UCCP) - <http://www.uccp.org>

College-Ready Academy High School #18 students have the opportunity to participate in sponsored online coursework, mentoring, tutoring and planning for college using online electronic portfolios through UCCP online. Access to college-readiness and intervention support includes:

- Online Advanced Placement and A-G Courses as supplemental or virtual classes
- Tutoring Online for A-G College Prep and AP Courses
- Mentoring
- SAT/ACT test prep
- California Exit Exam Prep
- Teacher Training
- Online Student Portfolios for College-Prep Planning
- Credit “recovery” through summer coursework online

College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of Alliance College-Bound Counselors serving as a resource to classroom teachers and principals.

Personalized Learning Environment - ⁴Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the

⁴*Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low in-income and minority students.*

school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Through our small school of 568 students, College-Ready Academy High School #18 creates small learning communities, where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.

Student learning is personalized so that each student's individual needs are recognized and met.

Personalized connections between teachers and students are increased through looping where students remain with the same team of teachers for two to three years creating a strong sense of community. Teacher teams sharing responsibility for a group of students, limits daily teacher-student contacts to not more than 75 in core content classes, increasing teacher time to focus on students as individuals.

Student Engagement - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team and through student participation in the development of their individual student learning plans.

All students are well known supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 9 through graduation. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student's individual learning plan to address individual interests and needs.

Increased Time for Learning – All students have sufficient time in school to learn successfully with 180 days of instruction and up to 10 days ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer uninterrupted blocks of time to allow for focused in-depth learning.

Instructional time is increased in College-Ready Academy High School #18 with 180 days of instruction and up to 10 days extended learning and a longer instructional day for all students. Daily instructional time is increased to allow for in depth learning through 7.5 hours of instruction.

Schedules are structured to provide longer uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.

Increased instructional time for all students, as part of the core program includes time for intervention and/or enrichment to meet individual student learning needs.

English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all College-Ready Academy High School #18 students learning to speak English as a second language and English only students who speak non-standard English.

Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English.

Instructional Methods - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can

judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

College-Ready Academy High School #18 students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous standards.

Students apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning.

Through ⁵project based instruction, College-Ready Academy High School #18 transforms the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

College-Ready Academy High School #18 classrooms engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

Integrated Technology - Students and teachers have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Computer equipment will be leased with the option to purchase to reduce cost.

A target ratio of 1 computer for every 3 students is available to have adequate access to use technology as a tool integrated with student learning. Students use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations and to maintain individual portfolios of their work. Students submit quarterly writing samples to the CSU writing assessment system for scoring.

Classroom teachers are provided a computer and use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. College-Ready Academy High School #18 uses a data management system to access individual student and classroom data. Classrooms are networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using PowerSchool© and, if available, the LAUSD Secondary SIS.

Principal Leadership – The Alliance selected an exemplary principal who is a capable instructional leader and entrepreneur in managing resources whose skills and capacity are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.

Alliance recruited the principal from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs.

The principal participates in leadership training for 3 months before the beginning of the school year. Leadership development includes apprenticeship with a successful principal with a track record of successful student results who demonstrates the core values and beliefs of Alliance.

⁵ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning* – “One strategy for linking the curriculum to real-world issues is through project-based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

Professional Development and Highly Qualified Teachers – Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. College-Ready Academy High School #18 teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

College-Ready Academy High School #18, led by the principal, recruits highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs.

Teachers participate in a two-week training and support professional development seminar before the opening of school. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. College-Ready Academy High School #18 assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

Teachers working together in teams within small learning communities with the same students over two to three years share accountability and responsibility for each student's academic and personal growth.

The principal conducts individual teacher performance evaluations based on clear benchmarks for performance. Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers participate in the design of the system.

Authentic Ongoing Assessment – College-Ready Academy High School #18 school provides multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, and interim assessments as well as standardized on-demand assessments.

An individual personal learning plan is developed and maintained for each College-Ready Academy High School #18 student, used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness.

Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

College-Ready Academy High School #18 uses Data Director to score and analyze data on interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness.

College-Ready Academy High School #18 students participate in all mandated standardized assessments.

Accountability for Results – CRAHS #18 principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to College-Ready Academy High School #18 in monitoring progress, documenting and publishing results to the school community and the community of Los Angeles.

CRAHS #18 principal is hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance School Family Vice President. CRAHS #18 principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which College-Ready Academy High School #18 is achieving its stated goals for individual students.

Academic Courses

The courses offered at College-Ready Academy High School #18 are structured to prepare students to enter and succeed in college/university. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student meets the A-G requirements of the University of California/California State University (CSU) as well as develops proficiency in the California Subject Matter Standards. **Per AB1994, all A-G courses are transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered are included in enrollment materials, student recruitment materials, and on published course offerings.**

Advanced Placement Courses are available at all levels with a priority focus on 11th and 12th grades.

COURSES	COLLEGE-READY ACADEMY HIGH SCHOOL #18 COURSE REQUIREMENTS (Years)	UNIVERSITY COURSE REQUIREMENTS
English	4	4
Foreign Language	2	2 (3 Recommended)
Mathematics	3	3 (4 Recommended)
Biological & Physical Science	3	2 (3 recommended)
History & Social Science	3	3
Visual & Performing Arts	1	1 (2 semesters art classes)
Applied Technology	1	1 (2 semesters technology)
Health Education	.5	.5 (1 semester)
Physical Education or Elective	2	4 semesters
Life Skills	.5	.5 (1 semester)
Electives	10.5 elective classes	1 (2 semesters of one College Prep Elective Course)

No Child Left Behind

As required by *No Child Left Behind*, College-Ready Academy High School #18 works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. College-Ready Academy High School #18 is committed to reducing the education gap for all students. College-Ready Academy High School #18 implements all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

- (1) Application for Title I – as a fiscally independent charter school, College-Ready Academy High School #18 applies directly to the State of California for Title I funding based on the number of documented low-income students enrolled in the school. Documentation of eligibility is based on one or more of the criteria established by the federal government in Public Law 107-110:
 - Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
 - Information regarding the number of children eligible for free- and reduced-priced lunches.

- Information regarding the number of children receiving assistance under Calworks (formerly AFDC) Given the demographic data (high poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, ninety-seven percent (97%) of our students are eligible and that CRAHS #18 is eligible for and applies for Schoolwide Program designation.
- (2) Identification of Title I Students – Title I service to eligible students is based on low achievement. Students who are identified by staff as being the most at risk of failing to meet the state student performance goals. Eligible students are identified at the beginning of the school year as new students enroll. (See low achieving students)
- (3) How the Needs of Identified Title I Students Will Be Met – (See low-performing at-risk student; how needs will be assessed and how their needs will be met).
- (4) Adherence to all NCLB requirements – As a recipient of Title 1 Funds, College-Ready Academy High School #18 agrees to meet all programmatic, fiscal and regulatory requirements of *No Child Left Behind* that are applicable to charter schools including meeting its Adequate Yearly Progress goal, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. CRAHS #18 will maintain and make available to the district upon request, required documentation to demonstrate compliance with NCLB requirements. CRAHS #18 will participate in district program reviews of its compliance with federal and state mandates as applicable to charter schools.
- (5) Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment is open to all students in the state of California whose parents voluntary choose to apply for enrollment with priority to low performing, low income students in the target communities from Program Improvement Schools.
- (6) Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
 - Teachers hired by College-Ready Academy High School #18 meet the NCLB required criteria for “highly qualified teachers.
 - Paraprofessionals meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; have obtained an associate or higher degree or; meet a rigorous standard of quality and are able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
 - Parents are informed in writing at the beginning of each school year of their right to know about the qualifications of their child’s teachers including timely notification if their child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- (7) Engagement of parents of participating Title 1 students: includes an annual meeting of Title 1 parents, annual participation in developing the CRAHS #18 Parent/School/Student Compact, annual participation in developing the CRAHS #18 parent involvement plan. CRAHS #18 is eligible for Schoolwide Program Status.
- (8) CRAHS #18 adheres to Title I Accountability Including Adequate Yearly Progress.

Students with Special Needs

College-Ready Academy High School #18 implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented. College-Ready Academy High School #18 recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.

I. Students at Risk of Retention

A. Low-achieving Students

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, College-Ready Academy High School #18 implements a strategy based on an Individualized Learning Plan (ILP). All students have such a plan. The following takes place for those specifically identified as low achieving:

1. Parents are informed of the student’s academic standing within one week of identification.
2. Within three weeks of identification, a conference is scheduled between the student, parent,

- teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services. In the areas where the student is struggling most, one-to-one instruction is offered by the classroom teacher and/or assistant teacher, as well as computer programmed learning projects to address specific individual needs.
 4. The student is enrolled in a remediation program to accelerate learning. Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) provide remedial tutoring through individualized and/or small group assistance.

B. Promotion and Retention of Students

College-Ready Academy High School #18 does not endorse social promotion. College-Ready Academy High School #18 is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

College-Ready Academy High School #18 has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report based on degree of proficiency and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, the student's teachers, and the principal.

Students identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer school). The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

II. English Language Learners

College-Ready Academy High School #18 will meet all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL's). The goal will be to develop high quality instructional programs and services for ELL's that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL's through:

- A teaching staff qualified in second language pedagogy.
- An after school and summer school program with a strong language literacy focus.
- Additional bilingual teacher's aides in the classroom to assist ELL's in English intensive classes.

College-Ready Academy High School #18 offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ELL students. The curriculum content for the sheltered English classes is the same as in the English only classrooms.

To support the environment needed to assure that students needing English as a second language, College-Ready Academy High School #18 recruits teachers who have a secondary credential as well

as bilingual or ESL endorsements (state authorization to teach ELL's such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL's at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL's.

College-Ready Academy High School #18 teachers are trained to use the state English Language Development standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during College-Ready Academy High School #18 in-service professional development.

College-Ready Academy High School #18 administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student's individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Non-standard English Speakers

Recognizing that many students at College-Ready Academy High School #18 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture and recognition of the importance of standard English usage in the world of work and education.

III. Special Education

LAUSD Required Language: *Special Education Program

Prior to Los Angeles Unified School District ("LAUSD") Governing Board approval, College-Ready Academy High School #18 will either execute a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and College-Ready Academy High School #18 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special education Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

Modified Consent Decree Requirements

LAUSD Required Language: *Modified Consent Decree Requirements All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board 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 statically 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 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.

IV. Gifted and Talented Education

The special needs of identified gifted and talented students is addressed through differentiated classroom instruction and through enrichment programs after school and through partnerships with community colleges.

Program Description

The College-Ready Academy High School #18 GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds are used to design and deliver a supplemental differentiated program for individuals or groups of gifted and talented students with special needs. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students.

Our criteria extends beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives

Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities, such as, extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, or International Baccalaureate (IB) programs and distance learning programs that offer college-level courses on CD-ROM to high-school age youth such as *Stanford University's Education Program for Gifted Youth (EPGY)*.

College-Ready Academy High School #18 staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs and will provide all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented

The identification process begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to TES for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.

Categories under which a student may be identified as Gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan

College-Ready Academy High School #18 sets Clear Expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. CRAHS #18 provides a description of gifted and talented program to parents at Open House.

The gifted and talented program includes:

- * Flexible grouping of students
- * Honors programs
- * Strategies for the increased enrollment of all sub-groups
- * Differentiated instruction in the classroom in all areas of the core curriculum
- * Parent involvement
- * Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used.

Grouping Practices

Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom

Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms teachers:

- Create an environment that is responsive to learners
- Assess each learner's knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner's needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Outcome Goals – Skills, Knowledge, and Attitudes

College-Ready Academy High School #18 will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students enrolled for four years is that:

- 80% to 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 80% to 100% of students at College-Ready Academy High School #18 from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college-passing University of California and California State University A-G requirements.
- 80% to 100% of graduates will be accepted and will make the transition to some level of post secondary education, continuing on to community college or a four-year college/university.

College-Ready Academy High School #18 will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/language arts, science, math, history/social sciences and foreign language, as well as a service-learning component.

- Our goal is that at least 80% of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, and speaking skills) that shows understanding and effective communication.
- College-Ready Academy High School #18 will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Our goal is that 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test.
- Our goal is that at least 80% of students will achieve proficient to advanced performance in Math and Science content standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Our goal is that at least 80% students will achieve proficient to advanced performance in History/Social Science in understanding of how government, economics and the social sciences impact individual and global interactions.
- Our goal is that at least 80% students will demonstrate an understanding of the place of the arts in society and their lives.
- Our goal is that 100% of our students will meet college readiness requirements for a 2-year or 4-year college.

College-Ready Academy High School #18 guarantees a rigorous learning experience for each student. Key attributes include:

- Small and personalized learning environment with a school size of 500 students with small learning communities of 100 to 125 students where no teacher team works with more than 75 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years. Each student will be known intensely by at least one adult through advisory groups of 15 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom.
- Each student has an individualized learning plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn.
- Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- Culture of high expectations of the abilities of all students—that all can and will succeed.

In order to best serve our students and community, College-Ready Academy High School #18 will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that College-Ready Academy High School #18 is responsible for following the California State Standards for students in grades 9-12, specific emphasis is placed on those standards, which prepare students for entry into and success in college. These include all or part of the following:

Curricular Focus	Measurable Outcomes	Course
English/Language Arts	<ul style="list-style-type: none"> ▪ Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. 	English – Grades 9-10 American Literature Contemporary Composition Advanced Composition
Mathematics	<ul style="list-style-type: none"> ▪ Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. ▪ Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. ▪ Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system ▪ Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. ▪ Students will be able to apply mathematics and its intrinsic theory. 	Algebra 1 (as needed) Geometry Algebra 2 Pre Calculus Linear Algebra A.P. Calculus A A.P. Calculus B
Biological/Physical Science	<ul style="list-style-type: none"> ▪ Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. 	Biology, Marine Biology Chemistry Physics Physiology
History/Social Science	<ul style="list-style-type: none"> ▪ Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. 	World History American History American Government Economics
Foreign language and literature	<ul style="list-style-type: none"> ▪ Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. 	Spanish 1- 4 (AP) Spanish for Native Speakers French 1-4 (AP)
Visual and Performing Arts	<ul style="list-style-type: none"> ▪ Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. 	Dance Art Drama Music
Community Service	<ul style="list-style-type: none"> ▪ Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts. 	Service Learning / Internships
Health Education	<ul style="list-style-type: none"> • Students will demonstrate that they value 	Advisory Groups

Curricular Focus	Measurable Outcomes	Course
	lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.	Physical Education Health Education

CALIFORNIA CONTENT STANDARDS

The core curriculum for College-Ready Academy High School #18 students is based on the specific standards in core content areas aligned with A-G college-prep coursework that guide our expectations for what students will know and be able to do in each curricular area.

English Language Arts Standards, Grades 9 -12

Reading: Word Analysis

9 th & 10 th	11 th & 12 th
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.	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.

Reading: Comprehension

9 th -10 th	11 th -12 th
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<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 of consumer, workplace, and public documents.</p>
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Reading: Literary Analysis and Response

<p>9th & 10th</p> <p>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.</p>	<p>11th & 12th</p> <p>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.</p> <p>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.</p>
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9 th & 10 th	11 th & 12 th
<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>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.</p> <p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature</p> <p>Literary Criticism</p> <p>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).</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).</p>	<p>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.</p> <p>3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p> <p>3.5. Analyze recognized works of American literature representing a variety of genres and traditions:</p> <p>a. Trace the development of American literature from the colonial period forward.</p> <p>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.</p> <p>c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p>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 <i>Macbeth</i>).</p> <p>3.7 Analyze recognized works of world literature from a variety of authors:</p> <p>a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).</p> <p>b. Relate literary works and authors to the major themes and issues of their eras.</p> <p>. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.</p> <p>Literary Criticism</p> <p>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).</p> <p>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).</p>

Writing: Writing Strategies

9 th -10 th	11 th -12 th
<p>Organization and Focus (11 items HSEE)</p> <p>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.</p> <p>1.2 Use precise language, action verbs, sensory</p>	<p>Organization and Focus</p> <p>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.</p> <p>1.2 Use point of view, characterization, style (e.g., use</p>

9 th -10 th	11 th -12 th
<p>details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Research and Technology</p> <p>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.</p> <p>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).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>Evaluation and Revision</p> <p>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.</p>	<p>of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>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.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>Research and Technology</p> <p>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).</p> <p>1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>Evaluation and Revision</p> <p>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.</p>

Writing: Writing Strategies

9 th -10 th (at least 1,500 words)	11 th -12 th (at least 1,500 words)
<p>2.1 Write biographical or autobiographical narratives or short stories</p> <p>a. Relate a sequence of events and communicate the significance of the events to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>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.</p> <p>d. Pace the presentation of actions to accommodate changes in time and mood.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <p>a. Narrate a sequence of events and communicate their significance to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>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.</p> <p>d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives; and sensory details.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</p> <p>b. Analyze the use of imagery, language, universal themes,</p>

9 th -10 th (at least 1,500 words)	11 th -12 th (at least 1,500 words)
<p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>2.4 Write persuasive compositions:</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>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).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>2.5 Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>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.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p>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):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</p>	<p>and unique aspects of the text.</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</p> <p>d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write reflective compositions:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p> <p>2.4 Write historical investigation reports:</p> <p>a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>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.</p>

9th-10th (at least 1,500 words)	11th-12th (at least 1,500 words)
d. Anticipate readers' problems, mistakes, and misunderstandings.	

Written and Oral Language Conventions

9th& 10th	11th& 12th
<p>Grammar and Mechanics of Writing</p> <p>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).</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>Manuscript Form</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>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</p>	<p>1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 Reflect appropriate manuscript requirements in writing.</p>

Listening and Speaking Strategies

9th-10th	11th-12th
<p>Comprehension</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>Organization and Delivery of Oral Communication</p> <p>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.</p> <p>1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>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.</p> <p>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</p>	<p>Comprehension</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>Organization and Delivery of Oral Communication</p> <p>1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>1.5 Distinguish between and use various forms of classical contemporary logical arguments, including:</p> <ul style="list-style-type: none"> a. Inductive and deductive reasoning b. Syllogisms and analogies <p>1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p>

9 th -10 th	11 th -12 th
<p>relevance.</p> <p>1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>1.8 Produce concise notes for extemporaneous delivery.</p> <p>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.</p> <p>Analysis and Evaluation of Oral and Media Communications</p> <p>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.</p> <p>1.11 Assess how language and delivery Affect the mood and tone of the oral communication and make an impact on the audience.</p> <p>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.</p> <p>1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p> <p>1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s <i>Henry V</i> with Kenneth Branagh’s film version).</p>	<p>1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>1.8 Use effective and interesting language, including:</p> <ol style="list-style-type: none"> Informal expressions for effect Standard American English for clarity Technical language for specificity <p>1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.</p> <p>Analysis and Evaluation of Oral and Media Communications</p> <p>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.</p> <p>1.12 Identify logical fallacies used in oral addresses (e.g., attack <i>ad hominen</i>, false causality, red herring, overgeneralization, bandwagon effect).</p>

Listening and Speaking Applications

9 th -10 th	11 th -12 th
<p>2.1 Deliver narrative presentations:</p> <ol style="list-style-type: none"> Narrate a sequence of events and communicate their significance to the audience. Locate scenes and incidents in specific places. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. Pace the presentation of actions to accommodate time or mood changes. <p>2.2 Deliver expository presentations:</p> <ol style="list-style-type: none"> Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. Convey information and ideas from primary and secondary sources accurately and coherently. Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. Anticipate and address the listener’s potential 	<p>2.1 Write fictional, autobiographical, or biographical narratives:</p> <ol style="list-style-type: none"> Narrate a sequence of events and communicate their significance to the audience. Locate scenes and incidents in specific places. Describe with concrete sensory details the sights, sounds, and smells of a scene and monologue to depict the characters’ feelings. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <p>2.2 Write responses to literature:</p> <ol style="list-style-type: none"> Demonstrate a comprehensive understanding of the significant ideas in works or passages. Analyze the use of imagery, language, universal themes, and unique aspects of the text. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the

9 th -10 th	11 th -12 th
<p>misunderstandings, biases, and expectations.</p> <p>6. Use technical terms and notations accurately.</p> <p>2.3 Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> 1. Prepare and ask relevant questions. 2. Make notes of responses. 3. Use language that conveys maturity, sensitivity, and respect. 4. Respond correctly and effectively to questions. 5. Demonstrate knowledge of the subject or organization. 6. Compile and report responses. 7. Evaluate the effectiveness of the interview. <p>2.4 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> 1. 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). 2. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. 3. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. 4. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> a. Structure ideas and arguments in a coherent, logical fashion. b. Se 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. <p>2.6 Deliver descriptive presentations:</p> <ol style="list-style-type: none"> 1. Establish clearly the speaker's point of view on the subject of the presentation. 2. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). 3. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details. 	<p>effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write reflective compositions:</p> <ol style="list-style-type: none"> 1. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). 2. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. 3. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <p>2.4 Write historical investigation reports:</p> <ol style="list-style-type: none"> 1. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. 2. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. 3. Explain the perceived reason or reasons for the similarities and differences in historical records and information derived from primary and secondary sources to support or enhance the presentation. 4. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. 5. Include a formal bibliography. <p>2.5 Write job applications and résumés:</p> <ol style="list-style-type: none"> 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., résumés, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <p>2.6 Deliver multimedia presentations:</p> <ol style="list-style-type: none"> 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.

Math Standards

Algebra 1 (For students who may not have taken in 8th Grade)

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and will be used in a wide variety of problem-solving situations.

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 multi-step 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 multi-step 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.

Geometry

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

- 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 counter examples 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.

Algebra II

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

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

1.0 Students solve equations and inequalities involving absolute value.

2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

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

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

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

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

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

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

9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y = a(x-b)^2 + c$.

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

11.0 Students prove simple laws of logarithms.

11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.

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

13.0 Students use the definition of logarithms to translate between logarithms in any base.

14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.

15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.

16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.

17.0 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.

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

19.0 Students use combinations and permutations to compute probabilities.

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

21.0 Students apply the method of mathematical induction to prove general statements about the positive integers.

22.0 Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.

23.0 Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.

24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.

25.0 Students use properties from number systems to justify steps in combining and simplifying functions

Trigonometry / Pre Calculus

Trigonometry uses the techniques that students have previously learned from the study of Algebra and Geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study Calculus, more advanced mathematics, Physics and other sciences, and engineering in college.

Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

- 1.0 Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.
- 2.0 Students know the definition of sine and cosine as y-and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.
- 3.0 Students know the identity $\cos^2(x) + \sin^2(x) = 1$:
- 3.1 Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).
- 3.2 Students prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) = 1$. For example, students use this identity to prove that $\sec^2(x) = \tan^2(x) + 1$.
- 4.0 Students graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.
- 5.0 Students know the definitions of the tangent and cotangent functions and can graph them.
- 6.0 Students know the definitions of the secant and cosecant functions and can graph them.
- 7.0 Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line.
- 8.0 Students know the definitions of the inverse trigonometric functions and can graph the functions.
- 9.0 Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.
- 10.0 Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/ or simplify other trigonometric identities.
- 11.0 Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/ or simplify other trigonometric identities.
- 12.0 Students use trigonometry to determine unknown sides or angles in right triangles.
- 13.0 Students know the law of sines and the law of cosines and apply those laws to solve problems.
- 14.0 Students determine the area of a triangle, given one angle and the two adjacent sides.
- 15.0 Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.
- 16.0 Students represent equations given in rectangular coordinates in terms of polar coordinates.
- 17.0 Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.
- 18.0 Students know DeMoivre's theorem and can give nth roots of a complex number given in polar form.
- 19.0 Students are adept at using trigonometry in a variety of applications and word problems.

Mathematical Analysis

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of Calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis will be combined with a course in Trigonometry or perhaps with to make a yearlong pre Calculus course.

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

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

3.0 Students can give proofs of various formulas by using the technique of mathematical induction.

4.0 Students know the statement of, and can apply, the fundamental theorem of algebra.

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

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

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

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

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

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

Linear Algebra

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

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

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

3.0 Students reduce rectangular matrices to row echelon form.

4.0 Students perform addition on matrices and vectors.

5.0 Students perform matrix multiplication and multiply vectors by matrices and by scalars.

6.0 Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.

7.0 Students demonstrate an understanding of the geometric interpretation of vectors and vector addition (by means of parallelograms) in the plane and in three-dimensional space.

8.0 Students interpret geometrically the solution sets of systems of equations. For example, the solution set of a single linear equation in two variables is interpreted as a line in the plane, and the solution set of a two-by-two system is interpreted as the intersection of a pair of lines in the plane.

9.0 Students demonstrate an understanding of the notion of the inverse to a square matrix and apply that concept to solve systems of linear equations.

10.0 Students compute the determinants of 2×2 and 3×3 matrices and are familiar with their geometric interpretations as the area and volume of the parallelepipeds spanned by the images under the matrices of the standard basis vectors in two-dimensional and three-dimensional spaces.

11.0 Students know that a square matrix is invertible if, and only if, its determinant is nonzero. They can compute the inverse to 2×2 and 3×3 matrices using row reduction methods or Cramer's rule.

12.0 Students compute the scalar (dot) product of two vectors in n -dimensional space and know that perpendicular vectors have zero dot product.

Probability and Statistics

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

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Probability and Statistics (cont.)

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.

Advanced Placement Probability and Statistics

This discipline is a technical and in-depth extension of probability and statistics. In particular, mastery of academic content for advanced placement gives students the background to succeed in the Advanced Placement examination in the subject.

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

2.0 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 this concept to solve for the probabilities of outcomes, such as the probability of the occurrence of five or fewer heads in 14 coin tosses.

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

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

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

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

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

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

10.0 Students know the definitions of the mean, median, and mode of distribution of data

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

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

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

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

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

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

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

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

19.0 Students are familiar with the chi-square distribution and chi-square test and understand their uses.

Calculus

At College-Ready Academy High School #18, Calculus will be presented with the same level of depth and rigor as are entry-level college and university Calculus courses. The standards covered will outline a complete college curriculum in variable Calculus. College-Ready Academy High School #18 will utilize the College Board syllabi for the Calculus AB and Calculus BC sections (a two-year course) of the Advanced Placement Examination in Mathematics. When taught in high school, calculus should be presented with the same level of depth and rigor as are entry-level college and university calculus courses. Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

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

- 17.0 with the algebraic techniques of partial fractions and completing the square.
- 20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.
- 21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.
- 22.0 Students understand improper integrals as limits of definite integrals.
- 23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.
- 24.0 Students understand and can compute the radius (interval) of the convergence of power series.
- 25.0 Students differentiate and integrate the terms of a power series in order to form new series from known ones.
- 26.0 Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.
- 27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.

History / Social Science, Grades 9 - 12

Historical and Social Science - Analysis Skills

The intellectual skills below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
- Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

History / Social Science Content, Grades 9-12

Grade 9: Elective Courses

The California State Board of Education has established grade nine history-social science as an elective year. There are no standards for grade nine. Districts/schools are urged to offer a suitable range of electives as outlined in the history-social science framework. The ninth-grade history-social science curriculum consists of two semesters of elective courses, either a two-semester study of the same subject or two separate topics of one semester each. Ninth grade electives will build on knowledge gained from K-8 and contribute to preparation for three year of history-social science in grades 10, 11, and 12.

College-Ready Academy High School #18 will determine ninth grade electives from the appropriate courses listed below.

- Our State in the Twentieth and Twenty-First Centuries
- Physical Geography
- World Regional Geography
- The Humanities
- Survey of World Religions
- Anthropology
- Psychology
- Sociology
- Women in Our History
- Ethnic Studies
- Law-Related Education

Grade 10: World History, Culture, And Geography: The Modern World

Students in grade ten 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.

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.

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

Grade 10: World History, Culture, And Geography: The Modern World

- 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 colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
- 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). Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
3. 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.
4. 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 State's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).
5. in the murder of six million Jewish civilians.

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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.
7. need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
8. 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.
9. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.7 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.
4. 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.
5. 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
6. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Joseph Stalin, Douglas MacArthur, Dwight Eisenhower). the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted

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. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population paths.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

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 arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (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

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

Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

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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: United States History and Geography: Continuity and Change in the Twentieth Century

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

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

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
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 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

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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. Describe the Spanish-American War and U.S. expansion in the South Pacific.
2. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
3. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
4. Analyze the political, economic, and social ramifications of World War I on the home front.
5. 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

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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 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 economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments 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 in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

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

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end

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racial segregation in higher education.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

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: Principles of American Democracy and Economics

Students in grade twelve will pursue a deeper understanding of the institutions of American government. They will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis will be placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. These, studied in a historic context will demonstrate to the students the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Principles of American Democracy

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

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.

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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

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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.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia (VMI)*.

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.

- (9) Explain how conflicts between levels of government and branches of government are resolved.
- (10) Identify the major responsibilities and sources of revenue for state and local governments.
- (11) Discuss reserved powers and concurrent powers of state governments.
- (12) Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power
- (13) Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
- (14) Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
- (15) Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
- (16) Understand the scope of presidential power and decision-making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

- Discuss the meaning and importance of a free and responsible press.
- Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
- Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

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, confederal, 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

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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.

Principles of Economics

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 nonmonetary 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 mini-mum 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

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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 State's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Science Standards, Grades 9 - 12

PHYSICS

Motion and Forces

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

- a. *Students know* how to solve problems that involve constant speed and average speed.
- b. *Students know* that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
- c. *Students know* how to apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).
- d. *Students know* that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).
- e. *Students know* the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.
- f. *Students know* applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).
- g. *Students know* circular motion requires the application of a constant force directed toward the center of the circle.
- h.* *Students know* Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.
- i.* *Students know* how to solve two-dimensional trajectory problems.
- j.* *Students know* how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.
- k.* *Students know* how to solve two-dimensional problems involving balanced forces (statics).
- l.* *Students know* how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a = v^2/r$
- m.* *Students know* how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).

Conservation of Energy and Momentum

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

- a. *Students know* how to calculate kinetic energy by using the formula $E = (\frac{1}{2})mv^2$
- b. *Students know* how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mgh (h is the change in the elevation).
- c. *Students know* how to solve problems involving conservation of energy in simple systems, such as falling objects.

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- d. *Students know* how to calculate momentum as the product mv .
- e. *Students know* momentum is a separately conserved quantity different from energy.
- f. *Students know* an unbalanced force on an object produces a change in its momentum.
- g. *Students know* how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
- h.* *Students know* how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.

Heat and Thermodynamics

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

- a. *Students know* heat flow and work are two forms of energy transfer between systems.
- b. *Students know* that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.
- c. *Students know* the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as *thermal energy*.
The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
- d. *Students know* that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
- e. *Students know* that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.
- f.* *Students know* the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).
- g.* *Students know* how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

Waves

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

- a. *Students know* waves carry energy from one place to another.
- b. *Students know* how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).
- c. *Students know* how to solve problems involving wavelength, frequency, and wave speed.
- d. *Students know* sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
- e. *Students know* radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).
- f. *Students know* how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.

Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications.

- a. *Students know* how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
- b. *Students know* how to solve problems involving Ohm's law.
- c. *Students know* any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference), I (current) = I^2R
- d. *Students know* the properties of transistors and the role of transistors in electric circuits.
- e. *Students know* charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
- f. *Students know* magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
- g. *Students know* how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
- h. *Students know* changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.

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- i. *Students know* plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
- j.* *Students know* electric and magnetic fields contain energy and act as vector force fields.
- k.* *Students know* the force on a charged particle in an electric field is qE , where E is the electric field at the position of the particle and q is the charge of the particle.
- l.* *Students know* how to calculate the electric field resulting from a point charge.
- m.* *Students know* static electric fields have as their source some arrangement of electric charges.
- n.* *Students know* the magnitude of the force on a moving particle (with charge q) in a magnetic field is $qvB \sin(a)$, where a is the angle between v and B (v and B are the magnitudes of vectors v and B , respectively), and students use the right-hand rule to find the direction of this force.
- o.* *Students know* how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

CHEMISTRY

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.

- 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, electro negativity, and the relative sizes of ions and atoms.
- d. *Students know* how to use the periodic table to determine the number of electrons available for bonding.
- e. *Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.
- f.* *Students know* how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.
- g.* *Students know* how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
- h.* *Students know* the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.
- i.* *Students know* the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
- j.* *Students know* that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = h\nu$).

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.

- a. *Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- b. *Students know* chemical bonds between atoms in molecules such as H_2 , CH_4 , NH_3 , H_2CCH_2 , N_2 , Cl_2 , and many large biological molecules are covalent.
- c. *Students know* salt crystals, such as $NaCl$, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- d. *Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
- e. *Students know* how to draw Lewis dot structures.
- f.* *Students know* how to predict the shape of simple molecules and their polarity from Lewis dot structures.
- g.* *Students know* how electronegativity and ionization energy relate to bond formation.

CHEMISTRY

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.

- Students know* how to describe chemical reactions by writing balanced equations.
- Students know* the quantity *one mole* is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
- Students know* one mole equals 6.02×10^{23} particles (atoms or molecules).
- Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
- Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
- * *Students know* how to calculate percent yield in a chemical reaction.
- * *Students know* how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

Gases and Their Properties

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

- Students know* the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- Students know* the random motion of molecules explains the diffusion of gases.
- Students know* how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know* the values and meanings of standard temperature and pressure (STP).
- Students know* how to convert between the Celsius and Kelvin temperature scales.
- Students know* there is no temperature lower than 0 Kelvin.
- * *Students know* the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
- * *Students know* how to solve problems by using the ideal gas law in the form $PV = nRT$.
- * *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.

- Students know* the observable properties of acids, bases, and salt solutions.
- Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion accepting substances.
- Students know* strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- Students know* how to use the pH scale to characterize acid and base solutions.
- * *Students know* the Arrhenius, Bronsted-Lowry, and Lewis acid-base definitions.
- * *Students know* how to calculate pH from the hydrogen-ion concentration.
- * *Students know* buffers stabilize pH in acid-base reactions.

Solutions

6. Solutions are homogenous mixtures of two or more substances.

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

Chemical Thermodynamics

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7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter.

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

Reaction Rates

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

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

Chemical Equilibrium

9. Chemical equilibrium is a dynamic process at the molecular level.

- Students know* how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- Students know* equilibrium is established when forward and reverse reaction rates are equal.
- * *Students know* how to write and calculate an equilibrium constant expression for a reaction.

Organic Chemistry and Biochemistry

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.

- Students know* large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know* the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
- Students know* amino acids are the building blocks of proteins.
- * *Students know* the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
- * *Students know* how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
- * *Students know* the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

Nuclear Processes

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.

- Students know* protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
- Students know* some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- Students know* the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- Students know* alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

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- f.* *Students know* how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
- g.* *Students know* protons and neutrons have substructures and consist of particles called quarks.

BIOLOGY/LIFE SCIENCES

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.

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

Genetics

2. Mutation and sexual reproduction lead to genetic variation in a population.

- a. *Students know* meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- b. *Students know* only certain cells in a multicellular organism undergo meiosis.
- c. *Students know* how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- d. *Students know* new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- e. *Students know* why approximately half of an individual's DNA sequence comes from each parent.
- f. *Students know* the role of chromosomes in determining an individual's sex.
- g. *Students know* how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.

- 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

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sequence of amino acids in proteins characteristic of that organism.

- Students know* the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
- Students know* how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- Students know* how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
- Students know* specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- Students know* proteins can differ from one another in the number and sequence of amino acids.
- * *Students know* why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

- Students know* the general structures and functions of DNA, RNA, and protein.
- Students know* how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
- Students know* how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- * *Students know* how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- * *Students know* how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

6. Stability in an ecosystem is a balance between competing effects.

- Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- Students know* how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- Students know* a vital part of an ecosystem is the stability of its producers and decomposers.
- Students know* at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- * *Students know* how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Evolution

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.

- Students know* why natural selection acts on the phenotype rather than the genotype of an organism.
- Students know* why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- Students know* new mutations are constantly being generated in a gene pool.
- Students know* variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- * *Students know* the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- * *Students know* how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments.

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- 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.

- 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, Ca²⁺, 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.

- 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.

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Earth's Place in the Universe

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change

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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.

- 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.

Dynamic Earth 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

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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.

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- 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.

INVESTIGATIONS AND EXPERIMENTATION

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 three 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.

UNIFYING CONCEPT: ACCEPTANCE OF PERSONAL RESPONSIBILITY FOR LIFELONG HEALTH

Expectation 1:

Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body

- Practice good personal hygiene. Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.
- Recognize and accept differences in body types and maturation levels.
- Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.

Food Choices

- Make healthy food choices in a variety of settings.
- Establish and maintain healthy eating practices. Select appropriate practices to maintain, lose, or gain weight based on scientific research.
- Recognize the need for updating one's personal nutrition plan as individual needs or activities change.
- Analyze influences on food choices.

Physical Activity

- Observe safety rules during physical activities.
- Participate regularly in a variety of enjoyable physical activities.
- Analyze personal motivators related to pursuing physical activity.
- Explore ways to continue regular exercise practices when schedules change, such as during travel or while working.
- Explore ways to engage in out-of-school activities that promote fitness and health.
- Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment.
- Make adjustments needed for successful implementation of a personal fitness plan.

Mental and Emotional Health

- Demonstrate characteristics that contribute to self-confidence and self-esteem.
- Develop and use effective communication skills.
- Develop and use effective coping strategies.
- Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.
- Relate in positive ways to peers and adults in and out of school.
- Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.
- Develop protective factors that help foster resiliency.
- Select entertainment that promotes mental and physical health.
- Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.

Expectation 2:

Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- Practice positive health behaviors to reduce the risk of disease.
- Cooperate in regular health screenings.
- Practice and use effective self-examination procedures.
- Analyze personal behaviors in relation to health, well-being, and personal goals.
- Practice good personal hygiene.

⁶California Health Education Framework – High School Expectations

HEALTH EDUCATION, Grades 9-12⁶

- Recognize the importance of prenatal and perinatal care.
- Demonstrate care and concern toward ill persons in the family, the school, and the community.
- Make a commitment to abstain from sexual activity.
- Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.

Treatment of Disease

- Recognize symptoms of common illnesses.
- Take prescription and over-the-counter medicines properly. Interpret correctly instructions written on medicine container labels, including information about side effects.
- Determine when treatment of illness at home is appropriate and when and how to seek further help when needed. Accept responsibility for active involvement in the treatment or management of disease.
- Interpret correctly information provided by health-care providers regarding tests or procedures.
- Analyze one's patterns related to treatment of disease to determine their effectiveness.

Expectation 3:

Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- Develop and use skills to identify, avoid, and cope with potentially dangerous situations.
- Use skills to avoid, resolve, and cope with conflicts.
- Understand and follow rules prohibiting possession of weapons at school.
- Identify factors that reduce risks of accidents.
- Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.
- Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.
- Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.
- Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured. Practice safe behavior in recreational activities, even in the absence of adults.
- Practice safe behavior in and near water.
- Report or obtain assistance when faced with unsafe situations.
- Identify environmental factors that affect health and safety.
- Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.

Alcohol, Tobacco, and Other Drugs

- Exercise self-control.
- Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.
- Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.
- Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.
- Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.
- Distinguish between helpful and harmful substances.
- Differentiate between the use and misuse of prescription and nonprescription drugs.
- Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.

HEALTH EDUCATION, Grades 9-12⁶

- Help to develop and support the school's no-use policy and work to support it.

Child Abuse, Including Sexual Exploitation (*Penal Code 11166[a]*)

- Identify ways to seek assistance if worried, abused, or threatened.
- Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.
- Recognize and avoid situations that can increase risk of abuse. Develop and use assertiveness skills and learn self-defense techniques.

Emergencies

- Recognize emergencies and respond appropriately.
- Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles. Identify appropriate use of local emergency services.
- Use latex gloves when assisting persons who are injured.

UNIFYING CONCEPT: RESPECT FOR AND PROMOTION OF HEALTH OF OTHERS

Expectation 4:

Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

Roles of Family Members

- Develop and use effective communication skills.
- Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).
- Support and value all family members.
- Demonstrate ways to help support positive family interactions.
- Practice health-promoting behaviors within the family.
- Complete self-initiated activities beyond assigned chores to help support the family.
- Identify safety hazards in the home and help to remove them.

Change Within the Family

- Use effective strategies to cope with change within the family.
- Develop a plan to facilitate transition from the role of a child to the role of an independent adult.
- Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions.

Expectation 5:

Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

Friendship and Peer Relationships

- Know and use appropriate ways to make new friends.
- Demonstrate positive actions toward others.
- Resolve conflicts in a positive, constructive way.
- Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.
- Analyze appropriate behaviors in a dating relationship.
- Demonstrate how to resist negative peer pressure.
- Avoid demeaning statements directed toward others.
- Promote positive health behaviors among peers.
- Participate in group activities as a means of getting to know other people.
- Respect the dignity of others.
- Respect marriage.

HEALTH EDUCATION, Grades 9-12⁶

School and Community-Based Efforts to Promote and Protect Health

- Understand and follow school rules related to health.
- Participate in school efforts to promote health.
- Assume responsibility for helping to take care of the school.
- Participate in community efforts to address local health and environmental issues.
- Encourage others to become involved in health-promotion efforts at school.
- Analyze the impact of laws, policies, and practices on health-related issues.
- Encourage others to become involved in health-promotion efforts at many different levels.
- Access appropriately services available within the community.
- Initiate and involve others in health-promotion efforts at school or in the community.

UNIFYING CONCEPT: UNDERSTANDING THE PROCESS OF GROWTH AND DEVELOPMENT

Expectation 6:

Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle

- Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.
- Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age.
- Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.
- Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.
- Express support and compassion for others who are grieving.
- Recognize and discuss with parents and other trusted adults questions regarding death and dying.
- Review family histories and determine whether a genetic disorder exists in the family.

Expectation 7:

Students will understand and accept individual differences in growth and development.

Growth and Development

- Demonstrate an understanding of individual differences.
- Develop a realistic body image. Recognize problems associated with not having a realistic body image.
- Recognize the effects of performance-altering substances and avoid the use of those substances.
- Adapt group activities to include a variety of students.
- Promote acceptance of a range of body types and abilities.
- Use scientific data as a basis for individual nutrition and fitness plans.

Mental and Emotional Development

- Identify, express, and manage feelings appropriately.
- Develop and use effective communication skills.
- Recognize one's own strengths and limitations.
- Use coping strategies, including time-management skills.
- Develop a focus on the future.

Expectation 8:

Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.

Sexuality

- Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.
- Avoid, recognize, and respond to negative social influences and pressure to become sexually active.

HEALTH EDUCATION, Grades 9-12⁶

- Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.
- Practice behaviors that support the decision to abstain from sexual activity.
- Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.
- Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality. Identify appropriate ways to show affection.
- Identify ways to seek assistance if abused.
- Evaluate what students can do to counteract the false norms portrayed in the media.
- Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.
- Helpful products and services. Seek care from the school nurse or school-linked services when appropriate. Identify appropriate sources of health services for a variety of illnesses. Develop and apply criteria for the selection or rejection of health products, services, and information. Use critical-thinking skills to analyze the cost benefits of health care products and services. Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.
- Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.

Expectation 9:

Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services/Food Choices

- Identify a variety of consumer influences and analyze how those influences affect decisions.
- Use critical-thinking skills to analyze marketing and advertising techniques and their influence. Recognize Use valid nutrition information to make healthy food choices.
- Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.
- Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research.
- Use labels to compare the contents of food products.
- Use unit pricing to determine the most economical purchases.
- Use effective consumer skills to purchase healthy foods.
- Adapt recipes to make them more healthy by lowering the amount of fat, salt, or sugar and increasing the amount of fiber.

Health Education

We believe that student mental, physical, and social health is a factor that contributes significantly to academic success. Our health education for high school students is designed to achieve the concepts and expectations set forth in the California Health Education Framework.

We also believe that specific time must be devoted to developing healthy student attitudes and behaviors of mental, physical, and social well-being. Our health education curriculum will be emphasized as a course in grade 9 with life skills, specific health skills and an advisory focus in grade 10 and will be integrated throughout our advisory periods and school culture through grade 12.

CRAHS #18 uses the textbook *Lifetime Health*, published by Holt, Rinehart and Winston that promotes wellness and health literacy, encouraging positive behavior now to ensure a lifetime of health. Lessons cover important subjects and allow us to tailor the program to our curriculum. Frequent assessment ensures students understand lessons that can affect the rest of their lives. *Lifetime Health* meets all National Health Education Standards focused on life skills for healthy life styles.

Life Skills help students learn skills to protect, enhance, and maintain their health, with an emphasis on decision-making and refusal skills including: making good decisions; using refusal skills; assessing personal health; evaluating media messages; communicating effectively; setting goals; being a wise consumer; practicing wellness; coping; and using community resources.

Our curriculum is designed to help students make healthy decisions through built-in reading and writing support to help students understand what they read, then help them explore how the lessons impact their lives.

Calendar and Bell Schedule – Attendance Requirements

College-Ready Academy High School #18 operates on a 180 day single-track non year-round schedule and provides up to 10 days of extended learning time including after school, Saturdays, and during the summer.

Calendar 2011-2012

Beginning Date	Ending Date	Holidays and Breaks		Professional Dev. Days
8/8/11 – 8/12/11 Supplemental Instructional Days	Instruction Ends Friday, June 1, 2012	Labor Day Veterans' Day Thanksgiving Winter Break Martin L. King Day	9/5/11 11/11/11 11/24 – 11/25/11 12/26/11 – 1/6/12 1/16/12	8/1/11 – 8/5/11 (5 days stipend)
Official Instruction Begins Monday, August, 15, 2011		Presidents Day Spring Break Memorial Day	2/20/12 4/2 – 4/6/12 5/28/12	10/10/11 1/9/12 3/19/12 (Pupil Free Day)

The school instructional day begins at 7:45 a.m. and ends at 3:30 p.m., for a total of 400 instructional minutes per day. Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support. College-Ready Academy High School #18 will submit a Bell Schedule to LAUSD annually by November.

Daily Schedule, 2011 -2012

Mondays and Thursdays (Odd # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m. – 8:25 a.m.	40 +5
Period 1	8:30 a.m. – 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 3	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 5	1:30 p.m. – 3:30 p.m.	120

Wednesdays Shortened Day Professional Development	Instructional Periods 50 minutes per class No Advisory	Minutes 300
Period 1	7:45 a.m. – 8:35 a.m.	50 +3
Period 2	8:38 a.m. – 9:28 a.m.	50 +3
Period 3	9:31 a.m. – 10:21 a.m.	50 +3
Period 4	10:24 a.m. – 11:14 a.m.	50
Lunch	11:14 a.m. – 11:44 p.m.	30 +3
Period 5	11:47 p.m. – 12:37 p.m.	50 +3
Period 6	12:40 p.m. – 1:30 p.m.	50
Prof. Development	1:30 p.m. - 3:30 p.m.	120

Tuesdays and Fridays (Even # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m. – 8:25 a.m.	40 +5
Period 2	8:30 a.m. – 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 4	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 6	1:30 p.m. – 3:30 p.m.	120

Guiding Principles

Minimize teacher: student contacts

- 125 students per team
- 75 students per teacher, per regular day in core content classes

Increase instructional time

- 120 minutes per core instructional period

Personalized learning through:

- Regular structured advisory groups (4x per wk)
- Smaller class size (25:1)

Provide consistent time for teacher planning and professional development.

- Daily conference period per teacher
- Weekly professional development 2 hours each Wednesday
- Academic Electives provide time for accelerated learning or enrichment

NOTE:

- 25 class size using PE teacher - 50 students per PE period, (25 from each teacher on conf at same time).
- Conference periods need to be scheduled to coincide with PE
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total school learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.

Sample Student Schedule – College Preparatory

9th Grade

Advisory	Life Skills, Academic Consultancy
Period 1	English Language Arts/ESL
Nutrition	
Period 2	Math (Algebra 1 or Geometry)
Period 3	Academic Elective
Period 4	Spanish
Lunch	
Period 5	Biology
Period 6	P.E. Health Education

10th Grade

Advisory	Academic Consultancy
Period 1	Math (Geometry or Algebra 2)
Nutrition	
Period 2	English Language Arts
Period 3	Spanish
Lunch	
Period 4	Marine Biology or Chemistry
Period 5	P.E.
Period 6	World History/Geography

11th Grade

Advisory	College-Ready Study Skills, Academic Consultancy
Period 1	Spanish or Elective (Visual/Performing Arts or Applied Technology)
Nutrition	
Period 2	Chemistry or Physics or Elective
Period 3	Math (Algebra 2 or Linear Algebra)
Lunch	
Period 5	English Language Arts
Period 6	U.S. History

12th Grade

Advisory	College Orientation, Academic Consultancy
Period 1	Academic Elective
Nutrition	
Period 2	English Language Arts
Period 3	Government/Economics
Lunch	
Period 5	Math (Linear Algebra or Pre Calculus)
Period 6	Academic Elective (Visual/Performing Arts or Applied Technology)

Advisory Groups

Student voice is included in all aspects of the school that directly affects student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and insure that no student falls through the cracks.

All students 9 -12 are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 9 through graduation. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student's individual learning plan to address individual interests and needs.

Creating a College-Going Culture

Development of a college-going culture begins with all incoming ninth grade students through advisory groups, parent engagement and throughout school-wide activities. The question at College-Ready Academy High School #18 is not “Are you going to college?” but “Which college are you going to attend?”

College-Preparatory Coursework and Readiness Portfolio – A poster of college-coursework and entrance requirements is posted in every classroom. Each individual student maintains an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive a copy of their child's portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents participate in learning about and supporting their child's preparation for meeting college-entrance requirements. Each student is required to have a college-entrance plan including applications submitted at the conclusion of their senior year.

College Study Skills – Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom. Students have the opportunity to research college programs beginning in tenth grade.

College-Campus Visits – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

College Scholarship Application Support – Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.

PSAT and SAT Tutoring and Preparation – College-Ready Academy High School #18 coordinate awareness, tutoring and support preparation for PSAT and SAT exams as well as include CSU Early Assessment into our college-readiness program.

Process for Selecting Curriculum, Materials, Instructional Activities

Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on state standards, meeting A-G course requirements, and preparing students to graduate ready for college.

Each pupil in the school has sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with the staff, identify areas of need and order texts and materials for the following year.

Instructional activities are developed in alignment with the stated goals and measurable student outcomes of College-Ready Academy High School #18. The principal and the teachers participate in common planning and lesson study to continually design and improve rigorous instructional activities that require critical thinking, reflect high expectations for students, and provide opportunities for students to apply their skills and knowledge to real world situations.

Accountability for Results

The principal has primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance is responsible and accountable for guarantees made to College-Ready Academy High School #18 in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

The principal has been hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance President/CEO. The principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. The Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which College-Ready Academy High School #18 is achieving its stated goals for individual students.

The principal of College-Ready Academy High School #18 is accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*.

Mission and Enabling Metrics for Accountability

Weighted metrics for CRAHS #18, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are as follows:

Alliance Principal Performance Evaluation Metrics

Goals: The Alliance system for evaluating the school principal has three goals:

1. To promote the principal’s professional growth as school leader.
2. To support the continuous improvement of the education program in the school.
3. To make decisions on continuing employment of the principal.

To achieve these goals, Alliance College-Ready Public Schools has designed an annual review cycle that actively involves the principal, the Chief Academic Officer and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance College-Ready Public Schools accountability for the mission and enabling goals as shown in Tables 1 and 2.

Table 1: Mission Metrics for Alliance Schools

1.	<u>Academic Achievement:</u> Each year, schools will meet annual API growth targets. In first year, schools score at/above 650 on API. In second year, schools score at/above 675 and meet target. By third year, schools score 700 or higher and meet target on API.	10%
2.	<u>Academic Achievement:</u> Each year, schools will increase percent of students performing at proficient to advanced levels on California Standards Tests in English Language Arts and Math by 5% or more.	10%
3.	<u>Achievement Gap:</u> In English/language arts and mathematics, school-wide and CMO-wide average proficiency rates, for schools open three or more years, are higher than the statewide average proficiency rates for the state’s highest-performing sub-group.	10%
4.	<u>Graduation Rate:</u> 90% of the students continuously enrolled as 9th graders graduate within four years. 90% of students continuously enrolled as 6 th graders will culminate middle school in 3 years.	10%
5.	<u>College-Attendance:</u> 90% of high school graduates accepted in 4-year colleges.	10%
6.	<u>College-Readiness:</u> Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math. <u>High School Readiness:</u> 80% of middle school students culminate ready for high school (passed Algebra and ready for Algebra 2 or Geometry).	10 %
	Total:	60%
	Performance Evaluation Portfolio Rating:	

Table 2: Enabling Metrics for Alliance Schools

7.	<u>Instructional Quality:</u> 80% of classrooms consistently reflect proficient performance on Alliance standards-based effective instruction criteria as reviewed by principal and supervising School Family Vice President.	10%
8.	<u>Enrollment:</u> The annual average enrollment by October count date and average maintained for all schools through end of year will be at least 100% of the budgeted number of students.	10%

9.	<u>Attendance:</u> The average daily student attendance rate will be at least 95%.	5%
10.	<u>Satisfaction:</u> 90%parents will rate the school, on average, at least 4 out of a 5-point scale on a parent satisfaction survey. 75% of parents will return surveys.	5%
11.	<u>Parent Engagement:</u> The average rate of attendance at <u>scheduled</u> parent conferences will be at least 75% and 40% of parents/families complete at least 40 volunteer hours annually OR 80% complete at least 20 volunteer hours annually.	5%
12.	<u>Parent & Student Satisfaction / Persistence:</u> 90% of students who were enrolled at the beginning of the prior school year and who still live within commuting distance, remain enrolled at the start of the current school year	5%
	Total:	40%
	Performance Evaluation Portfolio Rating:	

Percentage is the incentive compensation potential value of this goal.

Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.

Annual Yearly Progress (AYP)

AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress. College-Ready Academy High School #18 is committed to meeting all AYP criteria for schoolwide, subgroups, and graduation rate. CRAHS #18 will analyze AYP performance annually.

Program Improvement (PI)

According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. Alliance College-Ready Public Schools follows the guidelines set forth by NCLB Program improvement. "Although a direct-funded charter school is considered to be its own LEA (CA ED Code Section 47636(a)(1)), the school will be subject to the PI provisions that apply to schools and not LEAs." (Downloaded from <http://www.cde.ca.gov/ta/ac/ti/may31impactltr.asp>). The entity that authorizes a direct-funded or locally funded charter school has responsibility to oversee accountability requirements if the school is identified as PI. (May 31, 2005) As such Alliance College-Ready Public Schools assumes the responsibilities that a charter school authorizer must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school of the school's PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification should include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and much cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter authorizer, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.

ELEMENT 3 – MEANS TO ASSESS PUPIL PROGRESS

LAUSD Specific Language *Testing

College-Ready Academy High School #18 agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If College-Ready Academy High School #18 does not test (i.e., STAR, CELDT, CAHSEE) with the District, College-Ready Academy High School #18 hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the College-Ready Academy High School #18.

Assessment Tools to Measure Student Outcomes Using the State Standards, College-Ready Academy High School #18 has clearly defined what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures include but are not limited to:

Assessment Method	Frequency
State Mandated Standardized Tests (Content Standards Tests, CELDT, CAHSEE)	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments (Data Director)	Quarterly (every 10 weeks)
College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exams	Beginning in Grade 10
California High School Exit Exam	As scheduled by CA State Department
Analysis of Student Projects	Quarterly (every 10 weeks)
Student Progress Reports	Quarterly (every 10 weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Final Exams in 9 th Wk ea Qtr
Student Conduct Records	Every 5 weeks

State Mandated Tests

College-Ready Academy High School #18 will meet all statewide standards and conduct pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

College-Ready Academy High School #18 plans to test with LAUSD. If the College Ready Academy High School #18 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.

College-Ready Academy High School #18 conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

Ongoing Interim Assessment

On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information. (Appendix O)

The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades).
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports).
- Results from CST, PSAT, SAT I & II, CAHSEE, Golden State Exams (if offered), and Advanced Placement Exams.

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies

Analysis of Student Work

Under the leadership of the principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, develop and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

Data Gathering

As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school's selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

Data to Be Gathered By	Purpose	Frequency
Observing the lessons teachers are delivering and the nature of student participation in classroom activities.	To measure effectiveness of instruction. Data is used to inform professional development needs.	Weekly
Classroom Curriculum and Instruction Walk-throughs	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices	Weekly
Interviewing students about their courses of study.	Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.
Conducting student case studies.	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.	Selected students reflecting low and high achievement.
Shadowing/Accompanying students during their school day.	To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.	Ongoing, at least once every 5 weeks.
Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects	To insure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development
Using Electronic Pupil Portfolios as part of data collection	To measure student progress towards meeting graduation and college-entrance requirements	Annual, June
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

Student Placement

All students as they enter the school are given a series of diagnostic survey assessments. These will indicate needs to be met as part of the student's Individualized Learning Plan and the student's English Language status. Results of initial diagnostic testing for entering grade 9 students determine student placement in Algebra or Geometry and determine students' need for intervention electives and tutoring in math and English language arts. Objective, written tests and teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement. Students who show a continued lack of progress are served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

Student Progress Reports

Our school issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents' and the teachers' individual learning plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Measurement for College-Readiness in Partnership with CSU

Part of the measure of determining readiness for college includes the CSU early assessment and/or placement exams. Our goal is to prepare students who are ready to perform in college level coursework. Students who are successful in their junior high school year on the CSU early assessment exam will have the opportunity to attend courses on a CSU campus in their senior high school year. Students who graduate from high school and spend their first year in remedial college classes are 50% less likely to complete their college coursework. Though our goal is to prepare students for a four-year college program, students who choose to make the transition to a community college academic program will be considered to have met our college-ready goal using the same assessment.

Academic Performance Index (API)

One of the major indicators of the success of the educational program at College-Ready Academy High School #18 will be the API. The purpose of the API is to measure the academic performance and growth of schools. A school's score or placement on the API is an indicator of the school's performance level and growth as measured by how well the school is moving towards target goals. College-Ready Academy High School #18 will meet the following API growth targets:

- Our current year API score is 715 after five years of performance, and is higher than the average score of neighboring high schools.
- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5 % improvement towards a score of 800 as established by the CA Department of Education based on our first year API base score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

California High School Exit Exam

All students beginning with 10th grade take the California High School Exit Exam (CAHSEE). It is expected that by the time that each student completes the 12th grade 100% will have passed the CAHSEE and receive a diploma. All students at College-Ready Academy High School #18 will pass the CAHSEE.

Factors That Influence Academic Achievement

College-Ready Academy High School #18 carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

Factors that Influence Achievement	Measurable Expected Outcomes	Measurement Tools
Student Conduct	<ul style="list-style-type: none"> • Average daily attendance rate of at least 95% • Tardies continually decrease each year • Suspensions/expulsions decrease every year • Mediation referrals decrease 	Teacher and school records
Student Health	<ul style="list-style-type: none"> • Practice good personal hygiene • Participate regularly in physical education activities • Demonstrate healthy physical, mental and social habits and attitudes 	Teacher observation Attendance rate Annual Physical Performance Assessment
Parent Involvement	<ul style="list-style-type: none"> • 90% will attend ongoing parent-teacher conferences • 75% will join the Parent Association • Parent attendance at special programs, festivals and forums will increase annually 	School records
Professional Development	<ul style="list-style-type: none"> • 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year. 	School records
Teacher Performance	<ul style="list-style-type: none"> • Knowledge of curriculum • Competence in pedagogy • Professional Attitude • Effective teaching strategies. 	<ul style="list-style-type: none"> • Student Test Scores • Annual Principal Evaluations • Annual Staff Self-Evaluations. • Parent/Student Surveys
Financial Solvency	<ul style="list-style-type: none"> • No deficit in the operation budget after the initial three years of operation (this time frame allows for start up costs). 	<ul style="list-style-type: none"> • Annual Audit • Forecast/Budgets

Longitudinal Analysis of Progress

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of College-Ready Academy High School #18.

WASC Accreditation

Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have scheduled their initial WASC review in the spring of their first year in operation or the fall of their second year. All Alliance schools have earned successful WASC review results (APPENDIX W) of the maximum of an initial three years when not yet fully offering grades 9-12 and six years full accreditation once they are fully enrolled through grade 12.

Alliance Director of College Counseling oversees the WASC process and UC course approval process. Alliance Vice Presidents of School Families, support schools in preparing the school self-study for the WASC process.

ELEMENT 4: GOVERNANCE

Public Operating Principles

CRAHS #18 and/or its non-profit corporation are a separate legal entity and is solely responsible for the debts and obligations of the Charter School. **LAUSD-Specific Language** *Members of the College-Ready Academy High School #18 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.

College-Ready Academy High School #18 will comply with the **Brown Act** including posting CRAHS #18 Board of Directors schedule of quarterly meetings, posting meeting notices and agendas at least 72 hours in advance and recording actions of the board. CRAHS #18 posts meeting notices and agendas 72 hours in advance of the meeting via email; via posting in school office in a visible location and posts minutes recording board action via email, on school website and in school main office. CRAHS #18 maintains a board record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws.

All meetings of CRAHS #18 Board of Directors meetings are open to the public. Quarterly CRAHS #18 Board of Directors holds meetings. College-Ready Academy High School #18 shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

LAUSD-Specific Language*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Members of the CRAHS #18'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.

Grievance Procedure for Parents and Students

College-Ready Academy High School #18 (CRAHS #18) 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 CRAHS #18 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CRAHS #18 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CRAHS #18 will adopt and will 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.

CRAHS #18 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 will 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.

College-Ready Academy High School #18 implements the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

LAUSD-Specific Language*LAUSD Charter Policy

College-Ready Academy High School #18 will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Organization Development Team

The Alliance, a non-profit charter management organization and holder of record of the charter developed College-Ready Academy High School #18. Parents who are meaningfully interested in enrolling their children in the school participate as members of the school development team. The organization has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and finance expertise. Judy Burton is the President/CEO of the Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable community individuals in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, the president of California State University, Los Angeles and former president of Occidental College.

LAUSD-Specific Language *Responding to Inquiries

CRAHS #18 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. CRAHS #18 acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the CRAHS #18 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.

LAUSD-Specific Language *Notifications

Notification is to be made to the Innovation and 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 CRAHS #18.

Audit and Inspection of Records

CRAHS #18 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- CRAHS #18 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, monitor the fiscal condition of CRAHS #18.
- The District is authorized to revoke this charter for, among other reasons, the failure of CRAHS #18 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit CRAHS #18 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

CRAHS #18 shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to CRAHS #18. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the CRAHS #18 operations is received by the District, CRAHS #18 shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Board of Directors, Alliance

College-Ready Academy High School #18 is a subsidiary of the Alliance. Alliance's goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout our Alliance schools. The affairs of College-Ready Academy High School #18 are managed and its powers exercised under the ultimate jurisdiction of the Alliance Board of Directors. The Alliance Board appoints three of its members as directors of the College-Ready Academy High School #18 Board of Directors. College-Ready Academy High School #18 operates in alignment with the sponsorship and charter authorization of Los Angeles Unified School District. College-Ready Academy High School #18 abides by current published, communicated and defined LAUSD policy for charter schools. CRAHS #18 and/or its non-profit corporation are solely responsible for the debts and obligations of the charter school.

The Alliance Board has a maximum of 30 members. The voting Alliance Board members serve 3-year renewable terms. Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chairman):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov:** Chief Strategy Officer for Rogers & Associates provides senior level counsel to the agency's clients, including First Five California, WellPoint and the California Endowment.
- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.
- **Error! Reference source not found.:** President and CEO Alliance College-Ready Public Schools
- **Maria Casillas:** President of Families in Schools, an organization created by the Los Angeles Annenberg Metropolitan Project (LAAMP) to strengthen families, schools, and communities so that children achieve academic success.
- **David S. Cunningham, III:** A Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.
- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Cecil R. House:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company, as well as an officer and director of numerous affiliated companies.
- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.

- **Harry Levitt:** Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.
- **Meyer Luskin:** C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.
- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.
- **Neal Millard:** Partner, Los Angeles Office, White and Case, LLP. Practices in the area of finance, representing foreign and domestic financial institutions. Adjunct professor of law at the University of Southern California Law School.
- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.
- **Theodore R. Mitchell:** President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.
- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.
- **Richard Riordan:** Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.
- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.
- **Arceli Ruano:** Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress,
- **Fred Simmons:** Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.
- **Greg Sommers:** Senior Program Officer at the Bill & Melinda Gates Foundation, working on the foundation's Effective Teacher strategy.
- **Eva Stern:** Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.
- **Ronald Sugar, Dr.:** Chairman Emeritus of Northrop Grumman Corporation.
- **C. Frederick Wehba:** Chairman of BentleyForbes and standing member of the firm's Executive Committee.

School Board of Directors

College-Ready Academy High School #18, a subsidiary of the Alliance, has been incorporated as a 501(c) 3 non-profit public benefit corporation as part of the Alliance as with all charter schools created, owned and operated by the Alliance. The Alliance, a 501(c) 3, non-profit public benefit corporation, owns and operates the charter as a charter management organization. The eight-voting-directors of the School Board of Directors

includes the Alliance President/CEO, five members of the Alliance Board (Judy Burton, Harold Williams, Gayle Miller, Maria Casillas, and Araceli Ruano) appointed by the existing Alliance Board, the principal, one teacher, one parent and one non-voting LAUSD representative and meet quarterly and operates in accordance with the Brown Act, its Articles of Incorporation and its Bylaws as established by the School Board of Directors.

Alliance President /CEO will be recused under Government code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between College Ready Academy High School #18 and the Alliance nonprofit organization entities that effect at least \$25,000 or more.

The principal and teacher serving on the school board of directors are required to annually sign a Conflict of Interest statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits. (APPENDIX V, Conflict of Interest)

The Parent Advisory Council consists of monthly community wide meetings that all parents, community and staff are welcome to attend in a Townhall meeting format. All are welcome. All school wide topics of interest related to achieving the school's goals. (This should not be confused with LAUSD's typical rule driven advisory council practices). There are no elections or elected officers. Parents who also participate, as members of the Parent Association are actively involved in daily and weekly on-campus activities that support school events, facilitate parent engagement and work as regular volunteers. The Parent Association recommends topics for discussion or presentation at monthly school advisory council meetings.

The College-Ready Academy High School #18 Board of Directors, the school administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of College-Ready Academy High School #18 including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. LAUSD will not be liable for the debts or obligations of College-Ready Academy High School #18.

The School Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The School Board of Directors help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal is to be accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

One LAUSD representative has the opportunity to sit on the School Board of Directors as a, non-voting member. All management powers not specifically designated to the Alliance Board or the School Board are delegated to the principal, who answers directly to the School Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between College-Ready Academy High School #18 and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the School Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

School Advisory Council

College-Ready Academy High School #18 has a School Advisory Council, consisting of the principal, elected parents, teachers, classified staff, the student body president, and local community members. The School Advisory Council meets monthly and provides suggestions and recommendations to the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of CRAHS #18. The council meets at the school site. The location of the meeting at the school site is in Room #13.

Business and Operations Management

The Alliance provides services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance monitors adherence to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for College-

Ready Academy High School #18 directly to the Alliance accounting system, which is used in financial operations. The Alliance assures that the accounting system for College-Ready Academy High School #18 follows generally accepted accounting principles.

Parent Engagement

Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. College-Ready Academy High School #18 understands the importance of active parent involvement in the education of their children.

Parents of College-Ready Academy High School #18 students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering.

- Parents are actively engaged in the development of the school as members of the initial school development team and as members of the ongoing School Advisory Council.
- Parents of participating Title 1 students participate in an Annual CRAHS #18 Title 1 meeting. CRAHS #18 applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student meets with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents participate in a minimum of 4 Parent Education Academies each year.
- Each parent, their child and the school participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of College-Ready Academy High School #18.
- Each parent, the student and their teacher advisor participate in developing an Individual Student Learning Plan, based on an initial assessment, student interests and needs. Parents are responsible and accountable for committing to volunteering time to support the school and to participate as parent mentors.
- College-Ready Academy High School #18 seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings with individual classroom teachers, with the student's instructional team and with the student's advisor. These meetings are held on a regular basis.
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- An active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

The school makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Advisory Council, a College-Ready Academy High School #18 Parent Association serves to address issues regarding parent/teacher/student relations.

Parent Association

The College-Ready Academy High School #18 Parent Association provides an ongoing opportunity for two-way communication between parent constituents and the school. The Parent Association has a voice in the School Advisory Council through the parent representative and convenes regularly in Room #6 to give input into the continuous program implementation and improvement process.

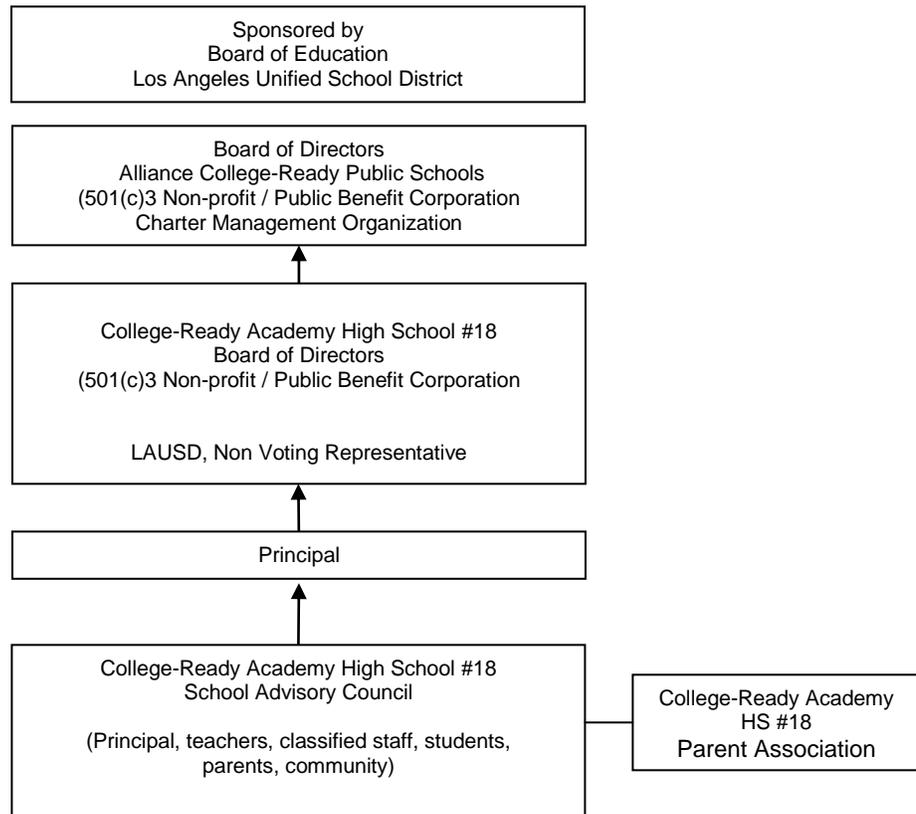
Community Engagement

College-Ready Academy High School #18 also understands the importance of community engagement. CRAHS #18 understands that if the school is to be effective, it must be part of the community. To that end, the Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Vice

President of Instruction. The Director of Parent/Community Engagement provides service for Alliance principals to support Alliance schools in representing the interests of the community

- The Alliance Director of Parent/Community Engagement and the principal involve the community in the school. Students are encouraged and required to perform community service as part of their graduation requirements.
- Members of the community at large are solicited to serve in the school in various functions. A mentoring program is part of the program, with community members serving as the mentors. In addition a job shadowing program, using community resources has been initiated for 10th and 11th grade students. An internship program within the community is provided for each student as they transition from the 11th to the 12th grade with.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the school. College-Ready Academy High School #18 believes that by using community facilities, it becomes an integral member of the community in which it is located.

Organization Chart



ELEMENT 5: EMPLOYEES QUALIFICATIONS

College-Ready Academy High School #18 believes that all persons are entitled to equal employment opportunity. College-Ready Academy High School #18 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.

College-Ready Academy High School #18 shall not discriminate against any employee on the basis of ethnicity, national origin, religion, gender, sexual orientation, marital status, disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

College-Ready Academy High School #18 adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting for a criminal record check.
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work for every employee, College-Ready Academy High School #18 will process all background checks through the Department of Justice.
- Documents establishing legal status.
- Principal and applicants for employment will be required to provide a full disclosure regarding relationships that would be considered nepotism prior to employment.

Employment Eligibility Requirements

Background Check

Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant's background investigation results directly to Alliance Secure Mail Server System.

The Director of Human Resources is the only confidential employee of the non-profit corporation Alliance College-Ready Public Schools, with access to this information. Alliance is the employer of the Director of HR. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Director of Human Resources who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification

All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years.

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill, both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principal interviews and selects their school's faculty and staff.

All candidates are screened, formally interviewed and expected to complete a background check, as described below. Every employee is formally evaluated at least once a year by the principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T Teacher Agreement pages 152-153) Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process

Employee will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition

Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy

1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning, which may include a suspension without pay
 - d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures

- A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.
- Should such a complaint arise, the following procedure shall be the Employee's sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.
- If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.
- If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1

An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within **14 calendar days** of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2

The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board

members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet **within 35 days** of receipt of the complaint notification.

Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within **ten** working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Due Process

All staff members have due process rights (see APPENDIX T Teacher Agreement) that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

TB Verification

Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements

Employees' job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff; teachers, other certificated staff, office personnel, and classified staff. Salaries are competitive with those of local LAUSD.

Nepotism Policy College-Ready Academy High School #18 complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure The principal is the initial school site administrator until an assistant principal is selected. The chairman of the Alliance Board and CEO of the Alliance and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal Selection

The CEO selects Alliance principals on an application and interview basis with final approval of the Alliance Board of Directors. Selection of the principal is based on proven experience in educational leadership, educational vision for, experience and success with low-income and/or minority children, demonstrated ability in program design and development, entrepreneurial, and interest and commitment to educational reform. Alliance principals must have an earned BA, MA and an Administrative Credential.

Responsibilities of the principal include management and operations:

- Instructional leadership and accountability for implementation of curriculum and instruction.
- Overseeing the development and implementation of all programs.
- Facilitating communication between all school stakeholders.
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition.
- Overseeing the day-to-day operations of the school.
- With the support of the Alliance, preparing credentialing paperwork and monitoring processing.
- With the support of the Alliance, organizing professional development.
- Assisting with student discipline.

- Principal reports progress to the Board of Directors Alliance staff prepares data reports as a service to CRAHS #18 and reports data to LAUSD, Founders and the Alliance board of directors.
- Opening and closing the campus.
- Maintaining a balanced budget and drafting an annual budget proposal for School Board review.
- Principal reports annual budget proposal to the CRAHS #18 School Board of Directors.

Administrative Staff

Director of Instruction and/or Assistant Principal

The principal selects a Director of Instruction and/or assistant principal depending on funds available. The Director of Instruction meets teacher qualifications and has a record of successful teaching experience. The assistant principal has experience in successful leadership and management. Job duties include but are not limited to providing assistance to new and experienced teachers in effective teaching practices, in planning and assessing student proficiency on content standards and in analyzing data to inform instruction.

Teaching Staff

College-Ready Academy High School #18 teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) 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. Teachers selected to insure that the needs of English learners are met have CLAD, BCLAD certification and all teachers are trained in the effective use of sheltered-English. These documents will be maintained on file at Alliance College-Ready Academy High School #18 and will be subject to periodic inspection by LAUSD. The Director of Human Resources is responsible for monitoring teacher and administrator credentials. Principal reports annual budget proposal to the CRAHS #18 School

Board of Directors.

The principal selects the teachers on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers are hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.

Responsibilities for the teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
- Assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

Classified Staff - Office Personnel

The principal on an application and interview basis selects office personnel. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but not limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Classified Staff - Financial Personnel Qualifications

At the school site, the administrative assistant qualifications require experience and capacity to be responsible for:

- Maintain accounts of all expenses.
- Enrollment.
- Time reporting.
- Attendance accounting.
- General Booking.
- Maintenance and reconciliation.
- Full charge bookkeeper.
- Assist in using Alliance Fiscal Management system.

The Alliance Chief Financial Officer sets up the school financial system, school accounts for receipt of funds and works directly with the principal on managing and providing data for input into the system.

Classified Staff – Instructional Assistants

Instructional assistants working in classrooms providing assistance to students in core academic courses are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including:

- High school diploma, General Equivalency Diploma (GED) or equivalent; **and**
- Two years of college (minimum 60 semester or 90 quarter units); **or** associate's degree or higher;

Classified Staff – Campus Assistants

Campus assistant's general duties include assisting with yard and campus supervision to support campus safety.

Classified Staff – Plant Manager Plant manager duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash pick up, repairs, plumbing, etc.

The principal selects classified staff on an application and interview basis. Selection is based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

Performance Evaluations

Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved are used to evaluate all school personnel. The principal is evaluated by the Alliance CAO based on:

- Overall successful implementation of school academic program and achievement of educational goals.
- High parental and community involvement.
- Maintaining a fiscally sound charter school including a balanced budget.
- Completion of required job duties.
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties.

Teachers are evaluated by the principal or assistant principal based on:

- Student progress as referenced from assessment measures.
- Effectiveness of standards-based teaching strategies.
- Performance of job duties.- Knowledge of curriculum.

Classified and other school personnel are evaluated by the principal based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement.

The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations.

If an employee disagrees with an evaluation, a written objection may be appended to the review.

Employees always have the right to engage in the following Due Process and the Grievance Procedure.

A. Definition of Due Process and the Grievance Procedure:

Just cause discipline is exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy:

1. Most workplace performance problems are handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline is progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action:

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning.
 - b. Subsequent or additional written warning(s).
 - c. Final written warning, which may include a suspension without pay.
 - d. Termination.
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

The selection procedures do not and will continue not to 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.

Director, Human Resources

Director of Human Resources for Alliance performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments.

Reports to the Alliance Chief Operating Officer and works closely with the Alliance Vice President, Financial Services and President/CEO. The Alliance HR Director reports to the Alliance COO. The HR Director works with other Alliance staff members in the Alliance home office.

SPECIFIC ALLIANCE RESPONSIBILITIES

- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates.
- Conducts initial screening of applications for eligibility criteria.
- Verifies compliance with hiring criteria for principals, financial services before employees begin work.
- Responsible for collection of completed employee agreements.
- Maintains current record of all employees in Alliance schools and required employment data.

TYPICAL GENERAL DUTIES

- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
- Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
- Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
- Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.

- Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
- Develops and designs recruitment literature including advertisements, and brochures.
- Composes correspondence.
- Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
- Develop, plan, and implement employee recruitment strategies and procedures.
- May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Graphic and tabular presentation of data.
- Computer usage and systems.
- Basic principles of merit that relate to human resources.
- Principles of equal employment opportunity.
- Basic principles and terminology of employment selection, position classification, and salary administration.
- Research techniques and sources of information regarding human resources administration.
- Employment/recruitment sources.
- Equal employment recruitment procedures.

Ability to:

- Ability to use computers with Microsoft operating systems, and spreadsheet software.
- Compile, tabulate, analyze, and compute data accurately.
- Use principles and practices of human resources administration.
- Write clear, concise reports and other materials.
- Speak clearly and communicate effectively and make effective oral presentations.
- Relate well to co-workers, employees, and others.

ENTRANCE QUALIFICATIONS

- Education:
A master's degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
- Experience:
Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.
- Special:
A valid California Driver License and use of an automobile.

COMPENSATION

Determined based on level of experience in human resources, educational background and previous salary history.

The selection procedures 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.

ELEMENT 6: HEALTH AND SAFETY

LAUSD-Specific Language *Insurance Requirements

No coverage shall be provided to CRAHS #18 by the District under any of the District's self-insured programs or commercial insurance policies. CRAHS #18 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 CRAHS #18 from claims, which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be CRAHS #18'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 CRAHS #18's insurance shall be primary despite any conflicting provisions in the CRAHS #18 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 CRAHS #18 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 CRAHS #18 does not operate a student bus service. If CRAHS #18 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 CRAHS #18 to cover all CRAHS #18 employees who handle, process or otherwise have responsibility for CRAHS #18 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.

LAUSD-Specific Language* 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 CRAHS #18's insurance shall be primary despite any conflicting provisions in the CRAHS #18's policy.*

LAUSD-Specific Language*Evidence of Insurance

CRAHS #18 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 CRAHS #18 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.

LAUSD-Specific Language *Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, College-Ready Academy High School #18 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. CRAHS #18 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 CRAHS #18, and their officers, directors, employees or volunteers. Moreover, CRAHS #18 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

CRAHS #18 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. CRAHS #18 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.

CRAHS #18, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRAHS #18 shall require all employees of CRAHS #18, and all volunteers who will be performing services that are not under the direct supervision of a CRAHS #18 employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. CRAHS #18 will maintain on file and available for inspection evidence that CRAHS #18 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.

Policies

College-Ready Academy High School #18 shall implement a comprehensive set of health, safety, and risk management policies to be reviewed regularly with the staff, students, parents, and governing board. These policies have been developed and are reviewed and discussed with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff shall provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests
- Alliance CRAHS #18 assures and shall require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

- Alliance CRAHS #18 assures and shall require the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
- CRAHS #18 requires immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- CRAHS #18 requires the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (APPENDIX M)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent. Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Alliance CRAHS #18 assures and shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (APPENDIX M)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (APPENDIX K)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- 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, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, EPA and **the McKinney-Vento Act with regard to homeless students.**
- Among the many health and safety laws that need to be followed is the Healthy Schools Act - California Education Code Section 17608, which details pest management requirements for schools.
- Alliance CRAHS #18 assures and shall provide vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan

Prescription Medicine Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff logs times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.

Fire Drills

Fire drills are held at least once per quarter. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake)

Disaster drills are conducted at least once every two months. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear, “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff. In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions. In the event of disasters other than earthquakes, the administrative staff contacts each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Civil Defense Drills:

A Civil Defense Drill should be conducted at least twice each school year following the (CRAHS #18 or Alliance’s) Civil Defense Procedure.

Bomb Threats

The person receiving the call or letter note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Major Disaster Drill:

This drill should be performed twice per year so personnel are oriented to the (CRAHS #18 or Alliance’s) Major Disaster Plan.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word “safe school drill” over the intercom. Teachers proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal. Once at the designated evacuation site,

teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students. Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

LAUSD-Specific Language*Court-ordered Integration

The CRAHS #18 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 the LAUSD's ethnic goal of 70:30 or 30:70 ratio.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at CRAHS #18 to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize the CRAHS #18 through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

College-Ready Academy High School #18 makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

College-Ready Academy High School #18 conducts annual orientation sessions in English and in Spanish prior to the opening of school.

Anticipated Schedule of Annual Orientation Sessions:

At least one weekday and one Saturday per month

- February
- March
- April
- May
- June
- July
- August

Anticipated schedule of annual school tours:

- September
- November
- February
- April

Open House Prior to the Opening of School – Anticipated Date:

- First Week in August 2011

Information and orientation sessions are advertised through direct mail to the parents of eligible students in grade 8 who attend middle schools in the target communities of Washington Prep, Fremont, Jordan, and Gardena High School using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also offered on a regularly scheduled basis.

The recruitment target areas are already described – 9th grade students are recruited via information distributed to nearby middle schools within a 3-mile radius of the school. Legally enrollment is open to any student who is a resident in the state of CA.

Annual outreach includes:

- Posting banners in front of the school announcing, “now enrolling”.
- Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions distributed via US mail to all households within a 3-mile radius of the school campus.
- Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, school calendar.

Ethnic balance:

Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. There is no preference or discrimination for gender, racial, or ethnic background. The majority of all students in LAUSD are Latino. The majority of students living in the community served by CRAHS #18 are Latino and African American. There are no other racial or ethnic groups living within a 3 to 5 mile radius.

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.

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

The District and CRAHS #18 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”). CRAHS #18 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 CRAHS #18 shall have the right to continue attending CRAHS #18 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to CRAHS #18 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

CRAHS #18 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. CRAHS #18 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 CRAHS #18 under the NCLB-PSC program increases in subsequent years, CRAHS #18 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

LAUSD-Specific Language*Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, CRAHS #18 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CRAHS #18 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CRAHS #18 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

CRAHS #18 also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Admission to College-Ready Academy High School #18

College-Ready Academy High School #18 admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). College-Ready Academy High School #18 does not charge students tuition and does not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to College-Ready Academy High School #18 is not determined according to the place of residence of the student, or of the student's parent, within California.

If the number of students applying for admission exceeds the capacity of the school, except for existing students of the charter school, admission to College-Ready Academy High School #18, are determined by a public random drawing. Preference is extended to by marketing to students who reside in Los Angeles Unified School District and siblings of students currently attending College-Ready Academy High School #18. Seats will be filled by LAUSD residents before any non-LAUSD residents.

College-Ready Academy High School #18 provides a public school option for parents and students. Preference is given to Public School Choice students who chose to attend College-Ready Academy High School #18. Given the needs of the of the community that College-Ready Academy High School #18 serves, many of the students are Public School Choice students under *No Child Left Behind*.

College-Ready Academy High School #18 adheres to all laws establishing minimum age for public school attendance, and any student over 19 years of age who is admitted and continuously enrolled in public school and making satisfactory progress towards high school diploma requirements. No student over 22 years of age is admitted or in attendance.

Methods to recruit students for enrollment include:

- All meetings, materials, communications will be provided in English and in Spanish
- Announcements direct mailed to families in neighboring middle and senior high schools
- Flyers distributed throughout the local community
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open House at the school site prior to the opening of school

EXAMPLE Neighboring Schools and Communities Anticipated to Receive Announcements

- Washington Prep HS
- Fremont HS
- Jordan HS
- Gardena HS
- Clay Middle School
- Harte Prep Middle School
- Churches and Community Centers in the Area
- Local District Staff
- Local Elected Officials

100% of the students in communities served by Alliance schools including CRAHS #18 are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Public Random Drawing - Procedures

If more applications than seats available are received by the established public deadline, a date is set to hold a public random lottery drawing, all applications received by the deadline are placed in a barrel, in a public lottery, the number applications for seats available are randomly drawn, all remaining applications are randomly drawn in the public lottery to determine order of placement on the waiting list. As seats become available, vacancies are filled by order on the waiting list.

Enrollment Criteria:

- Students must have met requirements for completing the eighth grade.

- Students residing in community or attending schools in the community served is established as a priority through targeted publicity.
- Enrollment is monitored to insure that to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout the targeted community.
- The CRAHS #18 targeted community will continue to be Washington Prep, Jordan, Fremont, Gardena Animo South Los Angeles Charter School with incoming grade 9 students recruited from graduating grade 8th grade students from Clay, Harte Prep Middle Schools.
- The student application deadline varies annually but is typically the end of March. Should the applications received exceed space available at the time of the deadline, a public random drawing is held to select the students to be accepted for enrollment.
- Students not randomly selected in the lottery for enrollment are placed on a waiting list in order of the selection of their name during the lottery and in the order the application is received thereafter.
- Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

When:

- If by the posted application deadline, if the number of students applying for admission exceeds the capacity of the school enrollment, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list.

How Advertised to Parents:

- Parents of students who submitted applications are notified individually by telephone and U.S. mail of the date, time, place, openings available and procedures of the public random drawing.
- All students receive a number in order of submission of all required enrollment documents.
- Parents are informed in writing of the enrollment and random drawing procedures and timeline.

Fair Random Public Drawing:

- Procedures that are followed are publicized in the community.
- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the Random Public Drawing should one be necessary.
- Student enrollment by law is open to all students in the state of California. The intent of College-Ready Academy High School #18 charter is to serve students living in and attending schools within a three to four-mile radius in the Washington Prep High School community as a priority.

Fill Vacancies:

- Once the enrollment capacity is reached, as vacancies occur we continue to fill spaces available from the waiting list by grade level, on a first come, first served basis by the order the application is drawn if there is a lottery and otherwise by the date the application was received.
1. The location of the lottery is at the school site. A specific room is determined each year.
 2. The date and time of lottery is mailed to all applicants and is published in local newspapers and in front of the school. CRAHS #18 assures that all interested parties will be able to attend by marketing the date and time of lottery to all applicants and publishing in local newspapers and in front of the school. The LAUSD Charter and Innovations Division is notified. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.
 3. The specific procedures are already stated in the petition.
 4. When space becomes available, parents are contacted by phone. Parents have 5 days to respond in person or by phone to CRAHS #18 principal, assistant principal, or designee.
 5. All applications and a record of the order in which the applications drawn are kept on file at the school.

Confidentiality of Records College-Ready Academy High School #18 adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student's records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from CRAHS #18, the student's records are forwarded to the district upon

request. Under FERPA parents annually are given a form providing the opportunity to withhold the release of information. (APPENDIX R.)

Transportation

Transportation is the parental responsibility for families who choose to attend College-Ready Academy High School #18. College-Ready Academy High School #18 does not provide transportation for students from home to school or school to home, except in instances of compliance with the **American with Disabilities Act and the McKinney-Vento Act** with regard to providing transportation to eligible students. CRAHS #18 also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act "IDEA." For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.

McKinney-Vento Homeless Assistance Act

CRAHS #18 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.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

LAUSD-Specific Language*District Oversight Costs The District may charge for the actual costs of supervisory oversight of College-Ready Academy High School #18 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, College-Ready Academy High School #18 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.

LAUSD-Specific Language* Special Education Revenue Adjustment/Payment for Services

In the event that College-Ready Academy High School #18 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 College-Ready Academy High School #18, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that CRAHS #18 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 CRAHS #18. Should this revenue stream be insufficient in any fiscal year to cover any such costs, CRAHS #18 agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

LAUSD-Specific Language *Audit and Inspection of Records

CRAHS #18 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- College-Ready Academy High School #18 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 CRAHS #18.
- The District is authorized to revoke this Charter for, among other reasons, the failure of CRAHS #18 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit CRAHS #18 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

College-Ready Academy High School #18 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 College-Ready Academy High School #18. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The CRAHS #18 will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: SUSPENSIONS AND EXPULSIONS

LAUSD-Specific Language *Suspensions and Expulsions

College-Ready Academy High School #18 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.

College-Ready Academy High School #18 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.

College-Ready Academy High School #18 shall ensure the appropriate interim placement of students during and pending the completion of the College-Ready Academy High School #18's student expulsion process. If the student receives or is eligible for special education, the College-Ready Academy High School #18 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.

College-Ready Academy High School #18 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 College-Ready Academy High School #18, the CRAHS #18 shall forward student records upon request of the receiving school district in a timely fashion. College-Ready Academy High School #18 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.
- if the Student is eligible for Special Education, College-Ready Academy High School #18 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, College-Ready Academy High School #18 must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of College-Ready Academy High School #18's failure to implement 504 Plan?

Outcome Data

College-Ready Academy High School #18 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 College-Ready Academy High School #18 shall be given a rehabilitation plan upon expulsion as developed by the College-Ready Academy High School #18'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 year from the date of expulsion when the pupil may reapply to the College-Ready Academy High School #18 for readmission.

Readmission.

College-Ready Academy High School #18'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, College-Ready Academy High School #18's governing board shall readmit the pupil, unless College-Ready Academy High School #18'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. College-Ready Academy High School #18 is responsible for reinstating the student upon the conclusion of the expulsion period.

Gun Free Schools Act

College-Ready Academy High School #18 shall comply with the federal Gun Free Schools Act.

Discipline Policy

College-Ready Academy High School #18 has developed, maintained, and implemented a comprehensive student discipline policy. The discipline policy is not be discriminatory, arbitrary, or capricious, and follows the general principles of due process. CRAHS #18 intends to follow all procedures of the Education Code related to student discipline. The due process adheres to the policy and procedures described in the California Education Code. The policy adapts as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA. College-Ready Academy High School #18 follows LAUSD policy and the law regarding the discipline of special education students and notifies the appropriate LAUSD office responsible for student discipline proceedings if it expels any student whose home school is a LAUSD school. The discipline policy includes the input of parents, students, and school site staff once students are enrolled and school is in session." The school's detailed discipline plan is Appendix I.

The discipline policy is reviewed with students and parents upon admission to College-Ready Academy High School #18 and signing of the parent/student compact. By signing the parent/student compact, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance.

Code of Conduct

Student responsibilities includes, but not be limited to:

- Following all rules of behavior and conduct.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student's ability).
- Being prepared for class (bring materials e.g. books, homework).
- Participating in all assessment measures (e.g. tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing school uniform. Parents will be called regarding the school uniform policy.

Unacceptable student behavior includes, but not limited to:

- Excessive talking unrelated to instruction.
- Classroom disturbance.
- Eating in class.
- Horseplay/pushing/throwing/running/yelling.
- Bringing MP3 players, cell phones, radios, video games, etc.
- Cheating.
- Inappropriate use of technology and telecommunications.

- Use, possession or sale of alcohol, tobacco or a controlled substance.
- Fighting.
- Possession of a knife, gun, explosive or other dangerous object.
- Destruction of school property.
- Theft.
- Failure to follow school determined lawful directions of staff members.

Actions taken for unacceptable student behavior are progressive:

Actions may include a phone call home, after school detention, or suspension depending on the determination of seriousness by the principal or principal designee.

Students who violate the school rules are subject, but not limited to:

- Verbal warning
- Loss of privileges (e.g., detention)
- A notice to parents
- Conference with student/parent

Any student who engages in repeated (three or more incidents) violations of the College-Ready Academy High School #18 behavioral Code of Conduct are required to attend a meeting with the school's staff and the student's parent. College-Ready Academy High School #18 prepares a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations. Parents are required to attend a meeting to participate in preparing a remediation agreement to manage student behavior.

Suspension and Expulsion

Students who present an immediate threat to the health and safety of others will be suspended or expelled. Upon suspension, a written remediation plan is prepared that clearly describes progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, length of suspension, and provision for student's education while suspended.

Reasons for Suspension

A student will be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Annotated Excerpts from the California Education Code (2009)

§ 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid,

substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products (**This is not a mandated reportable act**).

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils.

48900.7 – Made terroristic threats against school officials, school property or both.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline Proceedings Unit

ATTACHMENT B

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATIONS
(State Law: Applicable to School Principals)

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal <u>shall immediately</u> suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus</u> . (E.C. 48915(c))	Principal <u>must</u> recommend expulsion when the following occur <u>at school or at a school activity off campus unless</u> the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal <u>may</u> recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus or during, or while going to or coming from, a school-sponsored activity</u> . (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)	3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
		6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
		7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
		8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
		9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
		10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
		11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
		12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
		13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
		14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
		15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
		16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
		17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(c); 48915(e)
		18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur <u>on campus or at a school activity off campus</u> . E.C. 48915(b)
		19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
		20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
		21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

BUL-4655
Student Health and Human Services

March 13, 2009

Reasons for Expulsion (Mandatory)

Please note that CRAHS #18 follows the Bulletin-4655 from Office of the Chief Academic Officer dated March 13, 2009 for the Matrix for student suspension and expulsion recommendations: E.C. 48900 and 48915.

Principal shall immediately suspend and recommend expulsion when the following occur at from College-Ready Academy High School #18 or at a school activity off campus, or any of the following reasons (E.C. 48915(c)) in Category I for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900(n)). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

The Principal has limited discretion with Category II student offences. Principal of CRAHS #18 must recommend expulsion when any of the following occur at school or at a school activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915(a)):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of ay knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).

5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

The remaining Category III has student offenses with board principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Process for Suspension and/or Expulsion

Informal Conference:

Suspension is preceded by an informal conference conducted by the principal with the student and the student's parent. The conference may be omitted if the administrative staff 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 the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents:

At the time of suspension, the principal makes a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension:

The length of suspension for students may not exceed a period of 10 consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent.

"The total number of days for which a student may be suspended from school shall not exceed 20 school days in any year unless the student is transferred to another school or program for adjustment purposes. In that case, the total number of school days for which the student may be suspended may be increased by 10. The total suspension days from school are not to exceed 30 days in any school year. For students who receive special education services, the maximum number of suspension days cannot exceed a total of 10 school days without a pre-disciplinary IEP. "informal suspension," whereby a parent is advised to keep a child at home under the supervision of the parent, is a flagrant violation of the compulsory attendance laws, the IDEA, and District policy and is prohibited." (LAUSD Bulletin Z-14 Health and Human Services, 1999)

If a student is recommended for a period of suspension exceeding 10 consecutive days, a second conference is scheduled with the parent to discuss the progress of the suspension upon the completion of the 10th day of suspension. The 10 days are only needed for incidents where the student poses a danger. A packet of study material is collected from each teacher and provided to the student during the length of the suspension. Reasonable arrangements are made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Recommendations for Expulsion:

Students are recommended for expulsion if the principal finds that at least one of the following findings may be substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Evidence is gathered and may include, but not be limited to, witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance with the investigation is to be considered.

Expulsion Hearing:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing is held within 30 days after the principal determines that the student committed an act expellable act. The hearing may be presided over by the College-Ready Academy High School #18 Board of Directors. The panel includes Alliance staff, who are not on the board and are not school employees. There are 3-5 individuals on the panel. The panel members are assigned by the School Board of Directors to ensure that they are selected with the following criteria: no knowledge of the student or situation and are not school employees.

The panel makes the final determination.

Principal or designee of CRAHS #18 provides written notice of the hearing to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice shall include:

- a) The date and place of the hearing.
- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) College-Ready Academy High School #18 disciplinary rules that relate to the alleged violation.
- d) The opportunity for the student or the student's parent to appear in person at the hearing.
- e) Parent has a right to be represented by an attorney or non-attorney advisor.
- f) Parent has a right to bring witness, written statements, written documents
- g) Principal notifies parents of school discipline policy and provides written copy including parent rights
- h) Principal recommends expulsion to panel
- i) Panel reviews, conducts hearing and makes recommendation to the College-Ready Academy High School #18 School Board based on evidence.

- j) The Panel may decide not to recommend expulsion. Should this occur, the expulsion process will stop and, depending on the reason for the not recommended expulsion, the student will be permitted to return to the referring school or to another school/program, at the discretion of Alliance College-Ready Public Schools.
- k) College-Ready Academy High School #18 Board makes final decision and written notice to expel a student is sent notifying parent and principal of findings based on evidence.

This notice includes the following:

- a) The reinstatement eligibility review date.
- b) A copy of the rehabilitation plan.
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense committed by the student for any of the acts listed above in "Reasons for Suspension and/or Expulsion."
- f) Notice of the student's or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with College-Ready Academy High School #18.

Hearings are recorded on audio as well as written transcripts and a Facts Finding document summarizing the evidence is presented at the hearing.

Appeal of Suspension or Expulsion

The suspension or expulsion of a student is at the discretion of the principal or designee of College-Ready Academy High School #18 (or the administrative staff designee). Parents are notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal is heard within 5 days by the principal or designee, and upon consideration, the principal or designee's decision is final. An expulsion may be appealed within 30 days of the expulsion date. The parent/guardian submits their written appeal to the principal or designee. The written appeal must be received within 30 days of the suspension or expulsion. The student is considered suspended until a meeting is convened to hear the appeal (within 30 days as per E.C. 48919) of the expulsion at which time the student's parent must attend to present their appeal. The date of the Panel's decision triggers the start of the 30-day period. From a pool of fair and impartial representatives, a panel is assigned by the College-Ready Academy High School #18 Board of Directors hears the appeal. There are three to five members on the appeal panel. Panel members are not school employees, know nothing of the incident or student, and are not the same individuals who served on the expulsion panel.

Education Code section 48919 provides 30 days to appeal from expulsion decision. Should the appeal panel not uphold the expulsion hearing the student is given the opportunity to attend another Alliance school or is assisted with enrollment in another appropriate setting depending on the specific findings and evidence. The decision of the panel of representatives of the College-Ready Academy High School #18 board of Directors is final.

In the event of a decision to expel a student from College-Ready Academy High School #18 the school works cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. The student remains at the Charter School or given the option to transfer to another Alliance School. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. The Charter School has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.

ELEMENT 11: EMPLOYEE RIGHTS

Work Basis

Employee work calendars, hours per week, and vacation time are determined in individual employment contracts. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits

Sick days are provided for each eligible full-time employee to the extent of 10 paid sick days per year. Employees earn sick days at the rate of one day per month. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. The first five sick days unused may be banked and rolled over at the end of each year. Full-time employees are provided with three bereavement days for immediate family members. Family members are defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive not less than 15 paid legal holidays each contract year. Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by College-Ready Academy High School #18. Health benefits are also provided to eligible full-time employees within the school's budget. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the term of their employment with College-Ready Academy High School #18.

Retirement Benefits

STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator College-Ready Academy High School #18 assures that the school provides retirement information in a format required by LACOE.

STRS

All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and College-Ready Academy High School #18 contributes the employer's portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS

All College-Ready Academy High School #18 classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and College-Ready Academy High School #18 contribute the employer's portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments contributed for all qualifying PERS members. OASDI, PARS and Others College-Ready Academy High School #18 participates in OASDI for non-PERS/STRS eligible part-time employees. The College-Ready Academy High School #18 Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing College-Ready Academy High School #18. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

College-Ready Academy High School #18 assures that the school provides retirement information in a format required by LACOE.

Due Process

All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T Teacher Agreement pages 152-153) Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process

Employee will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition

Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy

1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning, which may include a suspension without pay
 - d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures

A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.

Should such a complaint arise, the following procedure shall be the Employee's sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.

If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1

An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within **14 calendar days** of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2

The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members

have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet **within 35 days** of receipt of the complaint notification.

Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within **ten** working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Due Process

All staff members have due process rights (see APPENDIX T Teacher Agreement) that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a grievance with someone or some policy, the first step in attempting to resolve the dispute is to engage in a good faith effort with the principal. The good faith effort includes problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort is included in the grievant's personnel file.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the College-Ready Academy High School #18 Board of Directors. The Board of Directors schedules a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the College-Ready Academy High School #18 Board of Directors hearing the grievance are rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision is made within ten working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings are completed as soon as practical. The decision of the College-Ready Academy High School #18 Board of Directors is final. If the attempt to resolve the grievance through the hearing process is not successful, an option of professional mediation or legal intervention may be necessary.

If the grievance is a complaint of discrimination, action takes place within 24 hours. An investigation by the College-Ready Academy High School #18 Board of Directors of the complaint ensues to determine as many facts about the issue as possible. The grievance is submitted in writing to the College-Ready Academy High School #18 Board of Directors.

Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, the progressive corrective action includes a verbal warning, written warnings, and finally:

- One-day suspension without pay.
- Five-day suspension without pay.
- Dismissal.

College Ready High School #18 complies with all provisions of the Educational Employment Relations Act (EERA).

ELEMENT 12: ATTENDANCE ALTERNATIVES

Pupils who choose not to attend CRAHS #18 may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

College-Ready Academy High School #18 is a school of choice. No student is required to attend, and no employee is required to work at the charter school.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

LAUSD Required Language *Rights of District Employees. 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.

Job applicants for positions at College-Ready Academy High School #18 are considered through an open process, and if hired, enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at College-Ready Academy High School #18 is not covered by his or her respective collective bargaining unit agreement, although College-Ready Academy High School #18 may extend the same protections and benefits in individual employee contracts.

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

LAUSD-Specific Language *Mandatory Dispute Resolution. The staff and governing board members of College-Ready Academy High School #18 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and College-Ready Academy High School #18, 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 College-Ready Academy High School #18 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:
c/o School Director

College-Ready Academy High School #18
TBD

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 (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own 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.

Disputes Arising Within College-Ready Academy High School #18

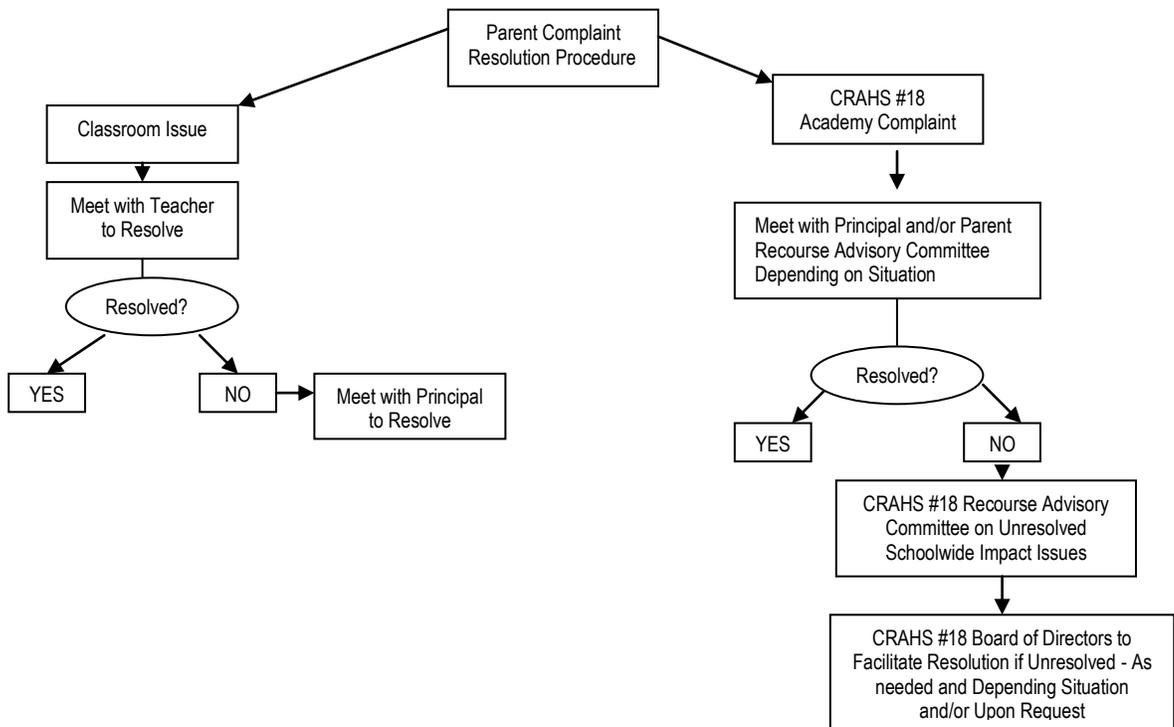
Disputes arising from within College-Ready Academy High School #18 including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the College-Ready Academy High School #18 Board of Directors and/or principal.

General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

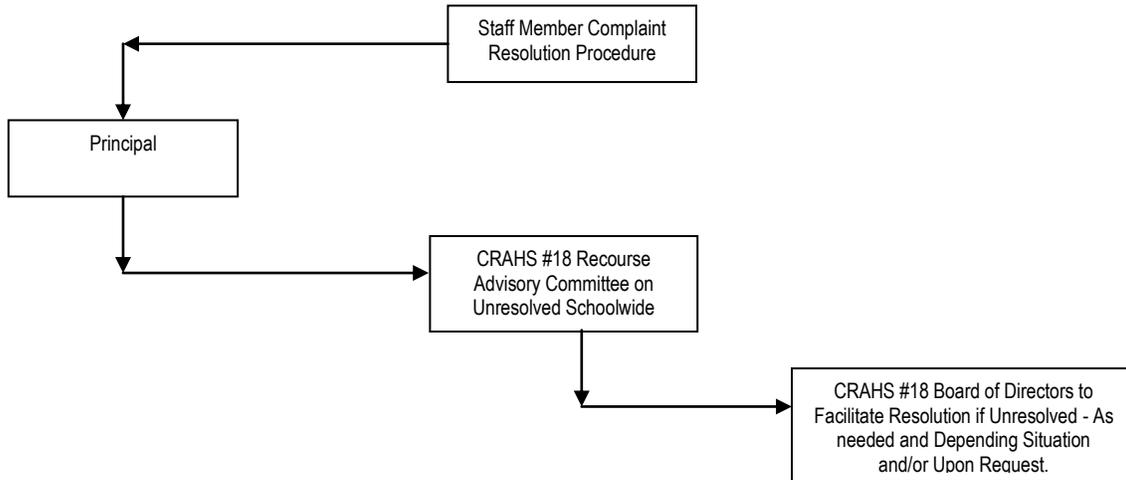
b. Parent Internal Complaint Resolution Procedures

College-Ready Academy High School #18 provides the following recourses to resolve parent complaints

- 1) Classroom Teacher
- 2) Parent Recourse Advisory Committee
- 3) Principal
- 4) Charter School Recourse Advisory Committee
- 5) College-Ready Academy High School #18 Board of Directors



- c. Staff (certificated, classified) Internal Complaint Resolution Procedures
College-Ready Academy High School #18 provides the following recourses to resolve staff member complaints.



Term of College-Ready Academy High School #18

College-Ready Academy High School #18 must submit its renewal petition to the District's Charter School division no later than September 15 of year before the charter is due to expire.

This charter petition for College-Ready Academy High School #18 requests approval of a renewal term of five years. The requested five-year renewal term would begin on July 1, 2011 and expire June 30, 2016. The Los Angeles Board of Education has discretion to grant a charter for up to 5 years, pursuant to Education Code 47605, and may choose the length of the charter's term in its discretion. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, College-Ready Academy High School #18 and LAUSD establish a timeline to complete the renewal process.

Charter School Responsibility:

"Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
(B) The determination made pursuant to this paragraph shall be based upon all of the following:
 - (i) Documented and clear and convincing data.
 - (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by

Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

Amendments

Any amendments to this charter are made by the mutual agreement of the governing boards of College-Ready Academy High School #18 and LAUSD. Material revisions and amendments are made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

Sponsoring District Services

With the exception of services performed by LAUSD in providing fiscal oversight to College-Ready Academy High School #18, all charter-requested services from LAUSD are on a fee-for-service basis. LAUSD, may at its discretion provide services and LAUSD determines the cost of providing such services. College-Ready Academy High School #18 outsources many of the services not retained from LAUSD.

Any services rendered by LAUSD to College-Ready Academy High School #18 are subject of a Memorandum of Understanding with the District determining the fee assigned to a service.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Educational Employment Relations Act

College-Ready Academy High School #18 is deemed the exclusive public school employer of the employees of CRAHS #18 for the purposes of the Educational Employee Relations Act (EERA).

As such, College-Ready Academy High School #18 complies with all provisions of the Educational Employment Relations Act (EERA), and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice regarding professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted.

Business Plan

Direct Funding:

College-Ready Academy High School #18 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by College-Ready Academy High School #18 is deposited in the Los Angeles County Treasury. All payments (including payroll) are drawn on the County Treasury, which enables the County Program Budgeting and Accounting System (PBAS) to account for all revenue and expenditures.

Revolving Accounts

Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over \$500.00 require two signatories.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

In consideration of the services rendered by College-Ready Academy High School #18 pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. College-Ready Academy High School #18 receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of College-Ready Academy High School #18. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to College-Ready Academy High School #18 are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to College Ready High School #18 in a timely manner.

College-Ready Academy High School #18 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. College-Ready Academy High School #18 reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

College-Ready Academy High School #18 responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

Charter School Revolving Loan Fund

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. CRAHS #18 applied for funding from the Charter School Revolving Loan, in accordance with applicable law. CRAHS #18 understands that loans may be made from money in

the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section is used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

CRAHS #18 accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year CRAHS #18 first enrolls pupils, the Controller deducts from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to CRAHS #18 for the charter school. Repayment of the full amount is deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Attendance Accounting

College-Ready Academy High School #18 uses the forms of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month's attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Food Service Program

CRAHS #18 applies as its own sponsor for participation in the federal meal program.

Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. College-Ready Academy High School #18 may determine to provide meals to all students for free if appropriate and cost effective.

College-Ready Academy High School #18 plans to work with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at College-Ready Academy High School #18. Under this arrangement, all food is prepared on a daily basis at the vendor's facility and delivered by the vendor to the school. Food is served by a staff member of the vendor in addition to a staff member of the school and parent volunteers. The food program is annually re-evaluated by CRAHS #18.

Financial Plan

The College-Ready Academy High School #18 financial plan contains a multiyear budget and forecast for the first five years of operation (APPENDIX B) and monthly cash flow (APPENDIX C). Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades nine through twelve typically available to a district-sponsored charter school based on characteristics of the school's programs and student make-up. College-Ready Academy High School #18 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

CRAHS #18 will also apply for competitive funds (revolving loan, facilities reimbursement), and in the event this funding is not secured, the school has already established access to \$200,000 advance funding for start-up and advance funding for facilities.

Estimated expenditures are reflective of LAUSD benchmarks for personnel, published school financial information on general operational costs, and research for outsourcing (vendors, insurance, and maintenance, etc.) College-Ready Academy High School #18 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.

ELEMENT 16: CHARTER SCHOOL CLOSURE

Revocation

The District may revoke the charter if College-Ready Academy High School #18 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the College-Ready Academy High School #18 if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- CRAHS #18 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- CRAHS #18 failed to meet or pursue any of the pupil outcomes identified in the charter.
- CRAHS #18 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- CRAHS #18 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the College-Ready Academy High School #18 in writing of the specific violation, and give College-Ready Academy High School #18 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.

LAUSD-Specific Language *Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b) (5)(P), should College-Ready Academy High School #18 close for any reason. The decision to close CRAHS #18 either by CRAHS #18's governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: CRAHS #18's charter is revoked or non-renewed by the LAUSD Board of Education; CRAHS #18 board votes to close the school; or the Charter lapses. In the event of such a Closure Action or as soon as CRAHS #18 informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., Director, Financial Officer, President of the CRAHS #18's governing board, to oversee and conduct the closure process.
2. Written notification to parents/guardians/caregivers of the enrolled students of the CRAHS #18 will be issued by CRAHS #18 within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. CRAHS #18 will provide the District with original cumulative files pursuant to District policy for all students both active and inactive at CRAHS #18. Parents will be provided with a copy of their child's cumulative records from CRAHS #18.
 - b. 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 as indicated above.
 - c. Parents will also be provided with 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 and a transcript, and State testing results.
 - d. CRAHS #18 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. If CRAHS #18 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.
- e. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with CRAHS #18 for the pickup of the student records.
 - f. The charter school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
 - g. CRAHS #18 will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)
3. Written notification to LAUSD and any other school districts of residence of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
 4. Transfer of the original student records to the District, within seven calendar days from the determination of an Action to Close.
 5. Written notification to the California Department of Education, the Los Angeles County Office of Education, and the Special Education Local Planning Area (SELPA) in which CRAHS #18 participates, of the Closure Action shall be made by the CRAHS #18 by registered mail within 72 hours of the decision to Closure Action. CRAHS #18 shall provide a copy of these correspondences to the ICSD.
 6. The CRAHS #18 shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
 7. A financial closeout audit of CRAHS #18 will be paid for by CRAHS #18 to determine the disposition of all assets and liabilities of CRAHS #18, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by CRAHS #18 will be the responsibility of CRAHS #18 and not LAUSD. CRAHS #18 understands and acknowledges that CRAHS #18 will cover the outstanding debts or liabilities of CRAHS #18. Any unused monies at the time of the audit will be returned to the appropriate funding source. CRAHS #18 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 CRAHS #18 participates, and other categorical funds will be returned to the source of funds.
 8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by CRAHS #18's Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
 9. CRAHS #18's 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.
 10. In addition to a final audit, CRAHS #18 will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.
 11. If CRAHS #18 is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of CRAHS #18, 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.
12. CRAHS #18 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.
 13. CRAHS #18 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. Copy the LAUSD on all correspondence.
 14. Prior to final closure, CRAHS #18 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 CRAHS #18's right to operate as a Charter School or cause CRAHS #18 cease operation. CRAHS #18 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 CRAHS #18 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.

LAUSD-Specific Language *Facilities

- CRAHS #18 location: TBD
- Names of District school sites near proposed location Washington Prep HS, Freemont HS, Jordan HS, Gardena HS
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If CRAHS #18 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, CRAHS #18 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 CRAHS #18 will occupy and use any LAUSD facilities, CRAHS #18 shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. CRAHS #18 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.

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. CRAHS #18 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 CRAHS #18.

- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to CRAHS #18 for use. CRAHS #18, 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 CRAHS #18 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 CRAHS #18 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, CRAHS #18 shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or CRAHS #18’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow CRAHS #18 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 CRAHS #18.
 - (i) Co-Location. If CRAHS #18 is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and CRAHS #18 shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If CRAHS #18 is a sole occupant of LAUSD facilities, LAUSD shall allow the CRAHS #18, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and CRAHS #18 shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, CRAHS #18 shall satisfy those requirements to participate in LAUSD’s property insurance or, if CRAHS #18 is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. CRAHS #18 shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF CRAHS #18 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 CRAHS #18 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. CRAHS #18 cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

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. CRAHS #18 may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If CRAHS #18 moves or expands to another facility during the term of this charter, CRAHS #18 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: CRAHS #18 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: CRAHS #18 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.

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